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ABSTRACT

This guide to the physical education curriculum was developed for use in junior high schools in Duval County, Jacksonville, Florida. A listing of the goals of the program is followed by a presentation of county policies and recommendations concerning promotion, the adapative physical education program, student evaluation, participation, uniforms, tests, maintenance, equipment, safety, and cleanliness of facilities. In addition, department head responsibilities, departmental meetings, professional organizations, student and staff responsibilities, inservice education, and certification are also discussed. The greater part of the guide is devoted to sections on the four courses that make up the physical education program in the junior high schools. For each activity in each course, information on the following is provided: (1) specific knowledge and skills to be acquired; (2) methods of achievement; and (3) evaluation procedures. The guide ends with a list of the C.O.P.E. (Curriculum Objectives for Physical Education) materials on which the county's physical education curriculum is based. (CMG)

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ED235290

PHYSICAL EDUCATION CURRICULUM GUIDELINES

JUNIOR HIGH 7,8&9

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JACKSONVILLE, FLORIDA

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DUVAL COUNTY PUBLIC SCHOOLS
JACKSONVILLE, FLORIDA

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1981

JUNIOR HIGH SCHOOL
PHYSICAL EDUCATION
CURRICULUM GUIDELINES
GRADES 7, 8, 9

ACKNOWLEDGEMENT

The Duval County School Board, the Curriculum Division, and the district Physical Education Department are extremely appreciative of the efforts of the committee of teachers who contributed to the development of this guide.

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INTRODUCTION AND OVERVIEW

Currently the C.O.P.E. Materials (Curriculum Objectives for Physical Education Grades 7-12) is recognized as the county-adopted physical education curriculum. The intent of this manual is to organize progressively, in conjunction with C.O.P.E., the activities that are representative of each junior high physical education course. Each course has identified activities and each activity is broken down into the appropriate sequence.

These guidelines also provide a standardized plan that will give the necessary direction and stability to the district-wide program. It should be stressed that the physical education courses and activities recommended for each grade level have built in flexibility relative to availability of facilities. However, each school must plan for the purchasing of the necessary equipment and supplies so that activities can be taught effectively and equitably in all junior high schools.

I. GOALS

1. To develop and maintain an optimum level of individual fitness which will enable the individual to meet daily and emergency demands and realize the value of a sense of well-being.

2. To develop skills and aesthetic appreciation for effective and efficient movement.

3. To develop knowledge and understanding of the basic concepts and principles involved in movement, game strategies, and desirable physiological outcomes related to programs of planned activity.

4. To cultivate desirable personal traits and qualities which will enhance good interpersonal relationships and sportsmanlike characteristics.

5. To promote a positive self-image through an understanding and awareness of one's own individual capabilities and to become aware of how one's self-image affects relationships with others.

6. To develop an interest and an on-going desire for purposeful participation in lifetime sports and recreational activities.

II. FEDERAL GUIDELINES

In accordance with provisions of Title IX of the Education Amendments of 1972, Public Law 92-318 (as amended), the Duval County Board of Education physical education programs do not discriminate on the basis of sex. All physical education classes are open to both sexes. However, basketball, football, and wrestling classes may be separated for the competitive portion of each activity.

III. COUNTY POLICIES AND RECOMMENDATIONS

A. Academic Program of Study

The academic program of study has been developed in response to the State of Florida's accountability legislation. All course and promotion requirements are set forth in the Duval County Pupil Progression Plan.

PROMOTION POLICY

Junior High School

Promotion and Placement within the Junior High School Grades Seven, Eight, and Nine

For a student to be promoted to the next higher grade level within the junior high school, all of the following provisions shall be met:

1. A student shall earn five instructional credits at each grade level. A credit shall be earned for successful completion of either one full-year course or two one-semester courses.

2. A student shall earn one credit in language arts and one credit in mathematics at each grade level.

*3. A student entering the eighth or ninth grade shall pass either a science or a social studies course at each grade level.

*A student entering seventh grade in 1981-82 must earn a total of five of the following six credits in junior high school: Health ½, Science 2½, Social Studies 3.

Promotion from Junior High to Senior High School Grade Nine to Grade Ten

In addition to all other requirements for junior high school, to be promoted to the tenth grade a student shall earn fifteen instructional credits as specified below:

Subjects	1981-82 Grades 8, 9	1981-82 Grade 7
Language Arts	3	3
Mathematics	3	3
Physical Education	2	2
Science, Social Studies } any combination to total	3	2½, 3, ½ } 5 of 6
Health	**	
Required Courses	11	14
Electives	4	1
Total Credits	15	15

**For 1981-82, Health is an elective for 8th grade students.

B. Adaptive Physical Education Programs

Each school's physical education program should provide for students who cannot participate in the regular program. An adaptive course is not only sound educationally, but it is also a requirement. The following memorandum outlines the process to be used in implementing the adaptive program. Please note the sample form that schools may want to use in cooperation with parents and physicians for securing information that would be helpful in developing the most effective program for students.

C. Student Uniform

The Duval County School Board student uniform policy states: "Students shall not be required to change the color of gym suits each year. As long as students 'dress out' in proper gym suits with the same style shoes used by the majority of the students, they shall not be penalized."

Proper gym attire is to be interpreted as a change from those clothes worn to school to clothing suitable for activity. (shorts, shirts, and/or gym suits, clean socks, tennis shoes)

The following memorandum further clarifies this requirement.

M E M O R A N D U M

TO: Secondary Principals

VIA: Dr. Charles H. Cline, Assistant Superintendent, Curriculum Development

VIA: Dr. Patricia Glasser, Director, Curriculum Development

FROM: Jim Kitchens, Supervisor, Physical Education

SUBJECT: ADAPTIVE PHYSICAL EDUCATION PROGRAMS

DATE: February 5, 1979

In response to inquiries from several schools in regard to the implementation of an Adaptive Physical Education Course, the following clarification seems to be in order and necessary.

Even though the District's Pupil Progression Plan does not speak directly to the adaptive physical education issue, it is a requirement that students, who have been identified by a physician as having physical limitations, be placed in an adaptive physical education program. The adaptive physical education course is outlined in the 1978-79 Jr.-Sr. High School Programs of Study Guides.

The following steps or procedures should be followed in the process of implementing an adaptive program:

- Students enter the program on the recommendation of a physician.
- The teacher should consult with the student's parents whenever possible.
- The teacher should consult with the student's physician when necessary.
- In most instances students should be scheduled into a definite adaptive physical education class apart from the regular program.
- The adaptive program implemented should be geared to meet identified student needs.
- In an attempt to accomplish this goal, active as well as passive activities will be necessary.

Obviously, where a physician has issued a statement requiring that the child not be involved in any physical education activities for the year, the request must be honored and the physical education credit waived. This waiver implies that the student would be allowed to schedule another subject in lieu of physical education, and the credit earned be permitted to substitute for physical education in regard to promotion or graduation requirements.

Thank you for your consideration in this matter.

JK/mh

DUVAL COUNTY SCHOOLS
ADAPTIVE PHYSICAL EDUCATION REQUEST
(To be completed by physician)

I have examined _____ and find the following handicaps: _____

_____

I recommend the following: (Check appropriate items)

_____ 1. No restriction on any type of activity

_____ 2. Participation in all activities with the exception of intramural or interschool athletics

_____ 3. Adaptations in physical education to fit individual needs

_____ a. Little running or jumping

_____ b. No running or jumping

_____ c. No activities involving body contact

_____ d. Exercises designed for rehabilitation

_____ e. Conditioning exercises

_____ 4. Other Adaptations (Please specify) _____

_____

_____

_____5. The following remedial or corrective work is also suggested for the above mentioned pupil: _____

_____

_____

(if necessary, please attach additional instructions to this form)

I recommend the adaptation for a period of _____ weeks, months, semester, year

Date _____ Physician's Signature _____

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MEMORANDUM

TO: Secondary Principals, Athletic Directors and Physical Education Department Heads

VIA: Dr. Charles H. Cline, Assistant Superintendent, Curriculum Development

VIA: Dr. Larry Paulk, Assistant Superintendent, Administrative Affairs

SUBJECT: UNIFORM REQUIREMENTS FOR PHYSICAL EDUCATION

DATE: August 3, 1978

In the past this office has received numerous calls from parents and physical education teachers regarding dress requirements for physical education. Inquiries have centered around the necessity for a particular type and color of uniform for participation. So, as to avoid further confusion in this matter the following excerpt is taken from the Duval County Policy Handbook concerning the requirements for dress in physical education:

Sub-section
JCDA — P E Classes - Students shall not be required to change the color of gym suits each year. As long as students "dress out" in proper gym suits and with the same style shoes used by the majority of the students, they shall not be penalized.

Further, since so many interpretations to the policy can be made, the following represents the interpretation of the Supervisor of Physical Education:

1. Students cannot be required to change the color of gym suits each year.
2. "Proper" gym attire is to be interpreted as a change from those clothes worn to school to clean clothing suitable for activity. (shorts, shirts, and/or gym suits, clean socks and tennis shoes).

Uniform Requirements for Physical Education

3. While it is desirous for all students to be "dressed out" uniformly as to color, etc., it cannot be a requirement for grading purposes. However, "dressing out" is a fundamental part of the instructional program and must necessarily be considered when determining student's grades.
4. Therefore, students fulfill the requirements as published by the Duval County School Board when they appear ready for class as described in #2 above.

Please advise your staff of this policy and the need to comply with it.

Thank you!

JK/mh

cc: Assistant Superintendents
Patricia C. Glasser
Aaron Brown

D. Student Participation

1. Students should be informed of the need for regular participation in an active program of planned exercise if sound health and worthy use of leisure time is to become a personal goal.

2. It should be pointed out that a portion of the grade earned in physical education should be based on the motor achievements of each student. Therefore, regular participation is essential.

3. Implementation

a. Motivation is the key to participation in any activity. Most students are self-motivated, enthusiastic, cooperative and interested when the program is planned and administered by people who care about children. Research has proven that when students are taught the physiological concepts of the body and the effects of exercise, they are more likely to involve themselves in activity for their own welfare. Departments should include both of these units in their yearly plan, or include the information within other units. Teachers can refer to C.O.P.E. (clusters I, II, and VII) for unit material and teaching suggestions.

b. Students should be required to be properly dressed for the activity in which they are engaged. This should include both socks and tennis shoes, except for swimming and possibly, gymnastics. In some instances, a safe substitute is reasonable, such as track or basketball shoes, and gymnastic or dance shoes.

c. Staffs should establish a specific policy regarding parental and medical excuses from participation, rather than from dressing out. This sometimes causes problems and misunderstandings with students, parents, and administration. These policies should be carefully planned to include cold weather activities and students returning from temporary illnesses. It is essential that all administrators and affected staff be made aware of the policy before its distribution, to assure support, and to provide for proper implementation.

d. Considerations for medical and parental excuses

1. Parents' notes - Set a limit on the number of days such notes are acceptable before a physician's note is expected.
2. Physician's note - Clearly establish the number of days which will be allowed before this type of excuse is required. Ask the physician to state the reason for the excuse, as well as the length of time it is to be honored. Try to discourage such terms as"...until further notice."
3. Attach medical forms for exemption from regular physical education to the policy sheet or letter which goes home to parents at the beginning of each school year.
4. Discourage menstrual excuses for girls, at least as far as dressing-out is concerned, unless a physician's note has indicated extenuating circumstances. Participation can be limited or excused altogether when the need is determined by the teacher and the student.
5. Students returning from extended or serious illness should receive certain common-sense considerations, with or without a written excuse.

E. Student Evaluation

It is the teacher's responsibility to ensure that quarterly evaluations reflect objective and effective measurement of all aspects of the program.

Grading should be an on-going process. It should not be based solely on whether a student dresses out and participates. Grading should not be totally dependent upon a concentrated effort given during the last two or three days of an instructional unit. All staff members should use the same grading system so that no charges of discrimination can be justified.

Students should know upon what criteria their grades will be based. There will be far fewer questions regarding grades if students and parents alike know how and why reported grades were earned. A student can derive many educational benefits from a class if the teacher has pre-established objectives and goals in response to identified student needs. When a student achieves the outlined goals, he/she can feel a sense of self-satisfaction, success, and improved self-image.

In contrast, if the teacher has no organized plan of activity, no established objectives or goals, and no planned methods of evaluation, a student cannot be expected to derive worthwhile educational benefits. The program will revert from an educational experience to that of quasi-organized free play.

RECOMMENDED PHYSICAL EDUCATION GRADING

Physical education grades should not only be based on the acquisition of motor skills and maintenance of a high level of fitness, but also on cognitive knowledge and affective assimilation. The following percentage considerations are recommended for use by all schools:

1 - Motor Abilities	40%
2 - Cognitive Knowledge	20%
3 - Affective Factors	40%

1. Motor Abilities

Areas to be included in the measurement of motor abilities are:

a. Physical fitness
b. Skills development
c. Demonstration of acquired skills in playing situations

a. Physical fitness

It is recommended that physical fitness activities be emphasized daily. The AAHPER Fitness Test Battery must be given annually in grades 5-10 and the results filed with the central office on the forms provided. Other fitness measurements can be used in conjunction with units of instruction. Rope climbing, sprinting, rope jumping, jogging, and wall push-ups are but a few suggestions for fitness circuit stations which could be easily established and used during each instructional period. Fitness can be judged through teacher observation, the performance of specific skills, self-appraisals, and the completion of a variety of tests designed to measure coordination, flexibility, agility, strength, and/or endurance. Every effort should be made to acquaint the student with the "whys" of fitness and the need for an on-going lifelong commitment to the obtaining and sustaining of an optimal fitness level.

b. Skills development

Providing for the acquisition of motor skills as reflected in sports and self-testing activities is the unique responsibility of the physical educator. After taking into consideration the different levels of skills found in the class (usually through use of a pre-testing or teacher observation technique), the instructor should establish levels of expectancy to fit the needs of the individual students and plan activities which would provide for the learning and practicing of skills. Evaluation of skills acquisition can be done through the use of skills tests, teacher observation, rating scales, self-appraisals, and/or peer assessment.

c. Demonstration of acquired skills in playing situations.

All skills instruction should be directed toward the ultimate goal of successful participation in the

activity under consideration. Observation of students as they make wise decisions and correct skills responses while under stress of game play are valid if made by a qualified instructor. Effort should be made so that all skills units include the measurement of students while they actually engage in the activity.

Units taught on a contract basis should include opportunities for points to be earned for successful game play or performance of individual events such as dance presentations, free exercise routines, synchronized swimming numbers, etc. Students should know the criteria that will be used during such observations and coercive criticism on the part of the instructor should be avoided. Positive feedback and encouragement should accompany this facet of testing. Students will be more successful if they are confident of their ability.

Below is a sample of how the 40% of the grade allocation for MOTOR ABILITIES might be distributed for the typical student who negotiates two (2) skills units or one quarter's activities:

Unit One	20 Points	Unit Two	20 Points
Fitness	4 Points	Fitness	4 Points
Skills Development	12 Points	Skills Development	8 Points
Skills Demonstration	4 Points	Skills Demonstration	8 Points

Thus, for a new unit of instruction (Unit One), the emphasis might be placed on skills development. For an advanced unit of instruction (Unit Two), the emphasis could be equally distributed between the development and the demonstration of skills. During both units, fitness would play a somewhat minor, but significant, role in the evaluation record.

2. Cognitive Knowledge

Areas to be included in the measurement of the cognitive domain include knowledge and/or understanding of:

a. Rules and strategies
b. History (where applicable)
c. Safety factors
d. Principles of conditioning
e. Physiological and biomechanical principles

Teachers should provide the necessary study materials needed by students as they seek to learn about each activity studied. These may include lectures, films, posters, film loops, books, student reports, presentations, etc. The actual testing may be accomplished through use of written tests, teacher observation, question and answer dialogue, problem solving situations, and standardized tests.

Following is a sample of how the 20% of the grade allocation for the COGNITIVE area might be distributed for the typical student as two (2) units or one quarter of instruction is negotiated.

Unit One			
Daily Observation	3 Points	Daily Observation	3 Points
Written Test	5 Points	Written Test	6 Points
		Project/Notebook	3 Points

The cognitive measurement need not be equally distributed for each unit. Some units require more cognitive emphasis than others and should therefore be allocated a larger percentage of the 20% of the grade.

3. Affective Factors

Areas to be included in the measurement of the affective factors important to physical education include:

a. Attitude as reflected by preparation (dressing out - - meeting cleanliness requirements, etc.). Appropriate dress is necessary for safe and beneficial participation.
b. Attitude as reflected by participation (effort and cooperation).
c. Attitude as reflected by conduct (safety, care of equipment, sportsmanship, respect for self, respect for others, etc.).

In addition, affective factors which should be included as part of the physical education process, but for which there should be no grading are:

a. Attitudinal check lists
b. Sportsmanship inventories
c. Self-image questionnaires
d. Self appraisals
e. Group conferences
f. Teacher/student conferences
g. Peer appraisals

Below is a sample of how the 40% of the grade allocation for the AFFECTIVE FACTORS subject to grading consideration might be distributed for the typical student as two (2) units or one quarter of instruction is negotiated:

Unit One	20 Points	Unit Two	20 Points
Preparation	10 Points	Preparation	4 Points
Participation	8 Points	Participation	14 Points
Conduct	2 Points	Conduct	2 Points

Thus, in a unit where dressing out is essential (Unit One), the emphasis is placed on preparation. In a unit where participation (Unit Two - archery, roller skating, etc.) is more important, the emphasis is shifted.

Tracking

The term tracking applies to the orderly method of maintaining student records. Haphazard accumulation of test results usually indicates that testing has been used for grading but not necessarily as a tool for diagnosis. Continuous tracking can give the astute teacher, as well as the student, an insight to the on-going effort of the learner and also offers information needed for future decisions. Transfer of data from one teacher to the next helps eliminate redundancy. It is strongly recommended that staffs publish the criterion measures used for each unit of instruction and share this with their feeder schools.

Using Test for Motivation

Students who can successfully complete the skill tests, written test, and other class requirements, while learning to play exciting activities, will usually develop a positive attitude toward themselves and physical education. Conversely, students who constantly fail all of the challenges presented will become frustrated, filled with anxiety, and sometimes indifferent.

Teachers must strive to make tests realistic and must set the expectations for student performance at an attainable level. Allowing the students to know what the skills measurements will be in advance of the actual testing is a sound procedure. Encouraging students to practice the skills to be measured, by providing game-like drills which stress those skills, is a good motivational technique.

F. AAHPER Physical Fitness Week

Beginning the first week of March, which is usually National and State Physical Fitness Week, the American Alliance For Health, Physical Education, and Recreational's Youth Physical Fitness Test is to be administered. The test is a requirement for students taking all required courses for credit. It is not a requirement for the Elective Physical Education Courses. "Commissioner of Education Certificates" are available, as provided by the state, from the Supervisor's office at no cost. Presidential Physical Fitness Awards must be purchased by the school.

G. Maintenance

Many times custodial services are limited and some jobs must be performed by the staff so that teaching stations are ready for use. These tasks should be equally shared by all staff members. Requests for repairs and correction of safety hazards must be submitted on work order forms and must be approved by the principal.

H. Equipment

The purchase of equipment should be made after a complete inventory of existing equipment is established. Each staff member should have input as to what equipment should be purchased. Since each instructor must use the same equipment, all members of the staff should leave the equipment in better or as good a shape as it was found. Careful checking and proper storage of the equipment at the end of the year will assist in a smooth beginning of the program the following year. It should be noted that all equipment purchased becomes county property although it is requested by the individual schools.

I. Safety

The physical education instructor has the responsibility for student safety. Teaching methods must constantly be evaluated in light of student preparation for activity, accident prevention, and overall precautions.

Most school accidents occur in physical education classes. Lawsuits increase in their frequency and judgments continue to be awarded to the plaintiffs (students who bring charges) by the courts. Teachers must become extremely safety conscious both for student welfare and their own.

Many times faulty equipment is the cause of accidents. Equipment should be checked before and after each use. If it is broken, teachers should not allow students to use it until it is repaired. The proper work orders should be filed and followed up on so delay will be kept to a minimum.

It should be remembered that although close supervision will not stop all accidents from happening, it can help to decrease their frequency and severity. There is no substitute for prevention. Successful prevention requres planning, teaching, proper conditioning of the student, constant surveillance, and proper maintenance of all equipment and areas.

1. Supervision

   a. Dressing rooms

      The dressing rooms shall be supervised each period by at least one member of the staff. Only in this way will the staff have control over the conduct of the students and eliminate any confusion and "horse play." A schedule of such duty should be established and posted by the department head.

   b. Class activity

      Each instructor shall supervise his/her classes in activity at all times. Under no circumstances shall a class be left unsupervised. Such an act constitutes negligence in the sight of the law and places the teacher in the position of being liable in the event of an accident.

2. Accident reports

   A system-wide accident report form should be completed on all accidents to ensure the recording of facts and circumstances in an accurate manner. This report should be made in duplicate. One copy should be sent to the County Director of Safety and the other one kept on file in the school.

3. School insurance

   Students participating in the physical education program should be encouraged to enroll in the school insurance program. School insurance reports should be filled out as soon as possible after an accident occurs in order to ensure accuracy in the report.

J. Cleanliness of Facilities

1. Dressing Rooms

Dressing rooms should be cleaned by custodial staff each day. Periodically these facilities should receive a very thorough cleaning. As facilities are used during the day, instructors should see that the paper towels are put in proper containers by students rather than thrown on the floor. At the end of each day, any clothing, books, or personal belongings of students left in the dressing rooms should be taken into the instructor's office where they can be claimed by the owner the following day.

2. Gymnasiums

Gymnasiums and activity rooms should be cleaned daily, including areas beneath the bleachers. When activities or athletic events are held in these areas in the afternoons or evening, the areas should be immediately cleaned and ready for regular school use the next day. After such activities, the department head should check to be sure the area has been cleaned. Particularly after such activities, the area beneath the bleachers should be checked where litter may accumulate. When facilities are not cleaned regularly or properly by the custodial staff, the department head should make a report to the principal.

3. Instructors' Offices

Instructors' offices should be cleaned daily by the custodial staff. In addition, each instructor has the responsibility of keeping the office neat and attractive at all times.

4. Equipment Storage Room

Each staff member is expected to help keep the storage room in order and be sure this room is locked when not in use. Each staff member should have a key to the room. Students should not have access to the storage room except under direct supervision of a staff member. Each instructor is expected to issue equipment, replace equipment in its proper place, and be sure that no equipment has been left out.

K. Department Head

The department head has the basic responsibility for the planning and organizing of the school physical education program, with the assistance of all other staff members. Planning should be within the framework of the over-all school curriculum and this curriculum guide. All matters concerning the physical education program and physical education staff should be channeled through the department head. The department head has the responsibility of seeing that all phases of the physical education program are operating efficiently, and whenever necessary, of counseling with individual staff members for the good of the over-all program.

L. Departmental Meetings

1. Individual School Departmental Meetings

Individual school departmental meetings should be set up by the department head and should be compulsory, held periodically, and have a definite purpose. At the beginning of each quarter, responsibilities and duties of each staff member should be determined and a schedule of teaching stations made. Evaluation of the effectiveness of the program should be made regularly.

2. County Departmental Meetings or Workshops

County departmental meetings or workshops are to be set up by the County Supervisor. Attendance at the meetings is necessary for proper communication and dissemination of pertinent information.

M. Participation By Teachers In Professional Organizations And Meetings

It is strongly recommended that all teachers join and take an active part in the Florida Association for Health, Physical Education, and Recreation (FAHPER) and the American Alliance for Health, Physical Education, and Recreation (AAHPER). The department head of each school should have application forms available.

N. Responsibilities of Students

1. Safety is of primary concern to administrators, staff, parents, and students. Students should be constantly reminded of established safety rules and procedures. Every unit has its unique safety procedures, but there are also certain broad, on-going safety rules. General rules should be established early and constantly reinforced; they should be displayed on bulletin boards and posters.

   a. Students should have an assigned, supervised place to report as soon as they are dressed-out.

   b. Students should have an assigned place to wait, until it is time to pass to their next class.

   c. Students should not be allowed on large or permanent equipment (chinning bars, obstacle courses, gymnastic equipment, climbing ropes, etc.) unless a teacher is present. It is best to dismantle, disengage, and/or store such equipment when it is not in use.

   d. Students should be aware of acceptable locker room behavior.

   e. Students should be required to wear tennis shoes or other acceptable footwear for a given unit.

   f. Students must be made aware of the importance of reporting any accidents or injuries, no matter how minor they may seem to be.

   g. Students should be encouraged to purchase school insurance or have insurance that will cover them for accidents or injuries which may occur at school. Athletic insurance, of course, is required.

   h. Students should be made aware of the established first aid policies and procedures. Personnel should be competent in first aid procedures and a good supply of first aid materials should be stocked in every department. It is probably a good policy not to handle injuries occurring away from the school; this does not preclude having available materials for students to attend to such injuries.

2. Students should be encouraged to accept responsibility for their own belongings, as well as to exhibit respect for the belongings of others.

3. Personal hygiene should be taught and encouraged.

   a. Require replacement of clothing with clean uniforms and socks once each week.

   b. Encourage showers, particularly in hot weather, and provide time for students to take them. According to the State Department of Education, Questions and Answers, Series No. 11, showers can be required.

   c. Encourage students to bring deodorant, but do not allow glass containers of any kind in the lockers or locker room.

   d. During inclement weather, films and other A/V aids which stress grooming, offensive odors, skin conditions, etc., may be helpful.

4. Be sure students understand special classroom rules, as well as school rules, which will be enforced (gum chewing, smoking, tardiness, "horseplay," fighting, using profanity).

5. Explain to students the care and use of equipment in each unit. Also to be encouraged is care of the larger equipment and facilities, such as the lockers, mirrors, restroom walls, plumbing, and any other areas that see constant and severe "wear and tear." Try to inculcate a good attitude about the school plant as a whole, and to instill a degree of pride in the school as an investment that they and their parents, as taxpayers, should want to protect.

6. Make a concerted effort to use every pertinent opportunity that arises as a learning situation for behavior modification. Try to turn a discipline situation into a learning situation even though it is sometimes difficult to keep one's temper and to exhibit the needed patience and understanding.

O. Staff

No program will be any better than the people who lead it. Physical education programs should be developmental to keep pace with the physical, mental, and emotional changes taking place in today's students. Comprehensive, varied programs which can motivate students to the assimilation of regular exercise as a life's value require keen leadership and planning. It would be desirable for staffs to establish clear policies under which they can all function effectively.

Physical education is an integral part of the total school program and, as such, all staff members must adhere to all existing school and county policies. In addition to those, the following areas of concern may be of benefit as staffs develop the guidelines under which they will function.

Instructional Responsibilities

Each instructor should:

1. Participate in the preparation of a departmental policy sheet which will be given to all students and parents. Such a sheet should explain the goals of the program, the general rules and regulations for which students will be held responsible, the methods of instruction and evaluation which will be used to enhance each student's capabilities, and the projected yearly program.

2. Provide enthusiastic and thorough orientation for all students at the beginning of the year and before each unit.

3. Recognize skill, social, and cultural differences in students and plan to provide for them accordingly.

4. Teach a wide range of activities to meet the needs of all pupils.

5. Vary the methods of teaching and create a classroom atmosphere conducive to learning.

6. Plan for each day's activity ahead of time by making definite lesson plans (which are instructional by nature as opposed to free play and/or supervised recreation), arranging for the needed equipment, and preparing the instructional area or facility.

7. Include co-educational courses and activities which can provide an opportunity for self-expression.

8. Offer a program which meets the needs of the students, is well-rounded, and provides for maximum participation.

9. Provide for sequential progression and avoid meaningless repetition of activities.

10. Prepare and administer tests and keep accurate and updated results.

11. Meet classes on time and remain with them the entire period.

12. Obtain, read, and follow the policies outlined in the Certificated Personnel Handbook.

13. Work to make physical education an integral part of the total education program.

14. Remember that a good program and good public relations go together.

Supervisory Duties

All teachers have supervisory duties. While these vary from school to school, some typical supervisory responsibilities of physical education teachers include the following:

1. All classes which are taught by the individual

2. Supervision of each area of the physical education plant - before, during, and after each class

    a. locker rooms

    b. gymnasium

    c. outside areas

    d. equipment area

    e. office

    f. waiting areas used after activities are completed

3. A fellow worker's class in the event of an emergency

In all supervisory assignments, the teacher must make every effort to be prompt and to maintain order by being firm, fair, and friendly. Should a person be unable to meet his responsibility, he should arrange for a suitable substitute and notify his immediate supervisor (department chairman, assistant principal, etc.)

Planning Responsibility

Planning is continuous and never ending. It can be on an immediate short, or long-term basis. Each teacher should share in the development of not only his own daily lesson plans but also in the overall departmental planning of the yearly program, policies, and budgeting procedures. If participation of this nature is encouraged, a high degree of morale should be evident since all would have had a hand in the decision-making processes. When all planning is done by one person or a select few, the effect is usually negative.

Discipline

Each teacher should try to handle discipline problems within the limits established by Board policy and the principal's delegation of authority. If discipline problems cannot be solved by the individual teacher, the student should be referred to the appropriate school administrator.

P. In-Service

In-service courses meet special needs such as satisfying some certification requirements, strengthening some areas of professional competence, and providing special training for a group or groups of instructors in a new subject content or technique to be adopted within the instructional program. A regular program of such activities is planned each year. Programs can originate from a school base (teachers in one school ask for a component) or from the county level. All components for each year are listed and outlined in the MASTER IN-SERVICE PLAN. Copies are available in each school.

Notices are sent out concerning upcoming in-service offerings. Immediate response to these notices is necessary if teachers are to be guaranteed enrollment in the offering(s). Questions regarding in-service can be answered through the Physical Education Supervisor's Office, 390-2141, or the Professional Development Office, 390-2068.

Q. Certification

The validity of the teacher's certificate is the responsibility of each individual teacher. Renewal and/or extension of a teacher's certificate should be reported to the personnel office and the school by the teacher.

All college courses to be taken for credit and certification should be approved by the Professional Development Office before the course begins.

R. Program Evaluation

Trends in physical education are constantly changing as new methods are adopted or old methods are altered. Physical educators should constantly evaluate their programs to see if they are serving the students as effectively as possible. Teachers should be involved in a continuous process of evaluation. Improvement and validation of learning experiences, in terms of objective fulfillment and effectiveness of instruction, should be goals of all teachers.

Most physical educators share the thought that evaluation relates to some form of testing. Certainly, testing is an important part of program evaluation, but not the only part. The following checklist can help staffs evaluate their programs. A quality physical education program is one which:

1. is conceived as an integral part of the total school's educational effort;

2. is well balanced in that it provides experiences which will stimulate the growth and development of appropriate social and psychological outcomes as well as physical attributes and neuromuscular skills;

3. contributes to the realization of democratic ideals in the daily lives of pupils;

4. is based on the interest, needs, purposes, and capacities of the people it serves;

5. provides experiences related to basic areas of living compatible with the maturity level of pupils;

6. is an integral part of the community it serves;

7. encourages and provides a wide range of pupil activities by use of adequate facilities and equipment in combination with qualified enthusiastic leadership; and

8. fosters and encourages the professional growth and welfare of the teachers involved.

Strategies for Gathering Data

Effective program evaluation relies on the interpretation of the base data. Therefore the methods used in gathering the information from which decisions and reports will be extracted are very important. Objective and thorough measurement is essential. A comprehensive data base requires many strategies for gathering data. Some sources for data which should be considered when designing program evaluation plans include:

1. the results of student performance on standardization instruments;

2. the results of student performance on staff-adopted measurement items (see C.O.P.E.);

3. the observations of staff members;

4. the results of staff questionnaires;

5. the facts revealed through use of self-study instruments (NASPE-National Assessment, Accreditation Self-Study-SACS);

6. the observations of qualified "outsiders" (principals, supervisors, consultants, etc.);

7. the inventory report;

8. the number of accident reports and the classification of the accidents.

Use of Data

After data is gathered, individual instructors and staffs as a group should take time to analyze the results, agree on needed changes, and implement the action(s) necessary to improve the area(s) in need of attention. All too often educators fail to take advantage of the data gathered. Test scores are filed away, survey data is stacked up or ignored, and no regular self-study is conducted.

Program effectiveness is only as good as the weakest part of the program. Should results on standardized tests be poor, more emphasis must be placed on the instruction and presentation of physical education concepts. Should results of skill and cognitive tests be generally low, the expectancies should be adjusted, the instruction of basic skills stressed, and the test validity checked.

Should attitudinal checklists reveal that there is apathy toward the program or part of the program, staffs can diversify the offerings or methods of presentation so as to rekindle enthusiasm. Should parents reflect a lack of support for the program, an improved public relations effort can be planned and implemented.

Shoud staff members observe needed changes, they can be discussed and tried if the consensus is that the changes are feasible, in the best interests of students, and in line with district guidelines. Should inventory reports reveal that there is apparent negligence on the part of students with regard to equipment, teachers in charge of the area(s) in which the breakage or loss of equipment is most prevalent should be charged with the responsibility of developing a more controlled way to maintain items in use.

Should accident reports reflect that the injuries sustained were a result of faulty equipment or unsafe playing conditions, steps should be taken to remedy the problem areas. Should the accidents be the direct result of unruly behavior, additional supervision must be provided and instructional efforts reinforced to alter the behavior.

Cautions

Program evaluation must be based on accurate data. Staff members must make sure that tests are administered correctly, fairly, and under favorable conditions. Constant review of the instruments used is essential to assure the items are valid, written at the reading and comprehension level of the students, and are not of an ambiguous nature.

Students and teachers alike should not feel threatened by the evaluation process. Results should not be used for comparative criticism but as a means for effective program improvement.

S. Explanation of Courses For Each Grade Level

The purpose of this document is to provide some needed standardization to the junior high school physical education programs of this district and to give specific direction in the teaching of skills, knowledge, and understanding in each course of study.

On the following pages, the reader will note the junior high physical education program is divided into three courses, one for each grade level (7th, 8th, 9th). Each course has a title and the appropriate accreditation number.

Courses for each grade level are divided into required and elective units of study. All required activities must be taught by each school and a minimum of two electives must be offered from among the group listed.

It is recommended that elective activities be scheduled for 3 weeks or 15 instructional periods. Required activities should be scheduled for 4½ weeks or 22 instructional periods. The orientation program for students at each grade level should be limited to one week.

To provide further direction, each unit of study has been identified as either a beginning or intermediate level activity, depending on the grade level at which it has been placed. A skills sequence has been developed for all activities to facilitate teaching the unit. As much as possible, all skills delineated were extracted from the Duval County Physical Education Curriculum Source, "C.O.P.E." which is interpreted as Curriculum Objectives for Physical Education.

Implementation of this plan should increase the viability of each school's physical education program resulting in increased learning by students.

ACTIVITY REFERENCE GUIDE

CODE: R=Required E=Elective	Seventh Grade	Eighth Grade	Ninth Grade
Archery		R	E
Badminton & Table Tennis			R
Basketball	R	R	E
Boundball	E		
Bowling		E	
Deck Tennis	E		
Field Hockey	E		
Flag Football		R	E
Gator Ball		E	
Golf		E	E
Gymnastics & Tumbling	R	R	R
Modified (Paddle) Tennis	E		
Physical Fitness & Conditioning	R	R	R
Recreational Games	E		E
Rhythms	R	E	E
Self Defense & Wrestling			E
Soccer	R	E	R
Softball	R	E	E
Speed-A-Way			E
Speed Ball			E
Swimming	R	R	R
Tennis		E	E
Track & Field	R		R
Volleyball		R	E
Weight Training		R	E

Course Title: Physical Education I

State Accreditator # 5573

Report Card Abbreviation: Phy Ed I

Course Code # 4101

Grade Level: 7

Length of Course: Year
1 Phy. Ed. Credit

Teacher Certification: Physical Education

FTE Category: 1.00

Prerequisite: No physical limitations and the capacity to participate in vigorous activties.

Instructional Level: Standard

Textbook(s): Fitness For Life (Scott, Foresman & Company)

Evaluation: Teacher-made

In this required course, students will participate in a wide ranging program of activities designed to develop fundamental knowledges and skills. Activities will be of an exploratory nature and include instruction in team sports, individual and dual sports, aquatics (where possible), tumbling, gymnastics, and rhythms. Physical fitness objectives will be stressed within each unit of instruction.

Concepts/Skills:

The skills sequence for the activities included in this course are outlined on the following pages. Reference should also be made to C.O.P.E., (Curriculum Objectives for Physical Education) as necessary.

Required Activities

Basketball, Beginning-Level I
Gymnastics and Tumbling-
Beginning Level I
Physical Fitness and
Conditioning, Beginning
Rhythms, Beginning-Level I
square dance
Soccer, Beginning-Level I
Softball, Beginning-Level I
Swimming, Beginning-Level I
(if facilities permit)
Track and Field, Beginning

Elective Activities

Boundball, Beginning
Deck Tennis, Beginning
Field Hockey, Beginning
Recreational Games,
horseshoes
shuffleboard
croquet
Modified Tennis (Paddle)

Schools will have the option of offering activities or units for a minimum of three weeks (15 instructional periods) or a maximum of 4½ weeks (22 instructional periods). Schools must also offer a minimum of two electives or a maximum of three from those listed.

Orientation of students to the program should be limited to one week.

BEGINNING BASKETBALL - LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Scoring and basic rules
3. Terminology
4. Sportsmanship

B. Skills and strategies

1. Body coordination

a. Running straight away
b. Running and dodging
c. Jumping vertically (hands above head, spread eagle)
d. Offensive stance and movement
e. Defensive stance and movement

2. Skill drills

a. Dribbling (left and right handed)
b. Shooting (lay-up, push, free throw)
c. Defensing the ball handler
d. Passing (one, two-handed, chest, bounce, overhead)
e. Pivoting (front)

II. Methods of Achievement

A. Teaching procedures

1. Explanation with visual aids
2. Demonstration: simple to complex
3. Station teaching

B. Conditioning and warm up procedures

1. Stretching and flexibility
2. Running as applied to game situations

Beginning Basketball - Level I (cont.)

C. Practice procedures

1. Skill drills
2. Lead-up games

a. One-on-one
b. Two-on-two
c. Three-on-three
d. Progress to five-on-five
e. Sideline

3. Tournaments

III. Evaluation

A. Written test

B. Skills test

C. Teacher observation

BEGINNING GYMNASTICS AND TUMBLING - LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Methods of exercising
3. Safety
4. Terminology
5. Equipment care and use

B. Skills

1. Tumbling

a. Forward roll
b. Shoulder roll
c. Backward roll
d. Tripod
e. Tip-up
f. Headstand
g. Backbend
h. Three-quarter split - one side
i. Cartwheel
j. Round off

2. Vaulting

a. Squat
b. Squat three-quarter turn
c. Wolf
d. Flank

3. Balance beam

a. Mounts

(1) front support
(2) one knee
(3) knee scale
(4) step-on with hands
(5) side seat

b. Locomotor movements

(1) basic walk

(a) forward
(b) backward
(c) sideways

(2) dip
(3) skip
(4) step leap

c. Turns

(1) pivot
(2) squat

d. Balances

(1) v seat
(2) knee scale
(3) three-quarter split

e. Dismounts

(1) squat
(2) sitting stay
(3) knee scale

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration: simple to complex
3. Audio-visual aids

B. Conditioning and warm-up procedures to include balancing, stretching, and flexibility exercises.

C. Practice procedures

1. Single steps to multiple steps
2. Teaching stations
3. Student aides or spotters

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster V

B. Skills test - refer to C.O.P.E., Cluster V

C. Teacher observation

BEGINNING PHYSICAL FITNESS AND CONDITIONING

I. Specific Knowledge and Skills

A. Basic components of physical fitness

1. Muscular strength
2. Muscular endurance
3. Flexibility
4. Cardiorespiratory endurance
5. Motor skill performance (agility)

B. Basic human physiology

1. Bones and skeletal system
2. Joint movements
3. Respiratory system
4. Circulatory system

C. Basic principles and factors of physical fitness

1. Age
2. Limiting factors
3. Physical size
4. Tobacco and alcohol

D. Basic effects of activity

1. General immediate effects
2. Immediate effects

a. Cardiorvascular system
b. Respiratory system
c. Muscular system

E. Developmental aerobics program

F. Presidential Physical Fitness tests (AAHPER)

II. Methods of Achievement

A. Teaching procedures

1. Classroom lecture demonstration
2. Written handouts
3. Reports on related subject materials
4. Station teaching

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running
3. Strength exercises

C. Practice procedures

1. Circuit training
2. Station drills

III. Evaluation

A. Written test

B. Improvement

C. Presidential Physical Fitness Test (AAHPER)

D. Teacher observation

BEGINNING RHYTHMS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Etiquette
3. Terminology

B. Skills

1. Basic locomotor steps

a. Walk
b. Run
c. Hop
d. Jump
e. Leap
f. Skip
g. Slide
h. Gallop

2. Direction of movement

a. Forward
b. Backward
c. Lateral
d. Diagonal

3. Basic square dance movements

a. Swing
b. Promenade
c. Do-Si-Do
d. Allemande left and Allemande right
e. Grand right and left
f. Right and left through
g. Balance

4. Square dance positions

a. Closed
b. Open
c. Semi-open
d. Promenade

Beginning Rhythms (cont.)

5. Square dances:

   a. Virginia Reel
   b. Texas Star
   c. Supplemental

      (1) Broken Six Pence
      (2) Old Raccoon
      (3) Spanking Jack
      (4) Four Gents Star
      (5) Sweet Georgia Brown
      (6) Green Green
      (7) Red River Valley
      (8) My Pretty Girl
      (9) Just Because
      (10) Comin' Round The Mountain

II. Methods of Achievement

A. Teaching procedures

1. Begin unit with basic rhythms fundamentals
2. Practice locomotor patterns and direction of movement using fun type music

B. Practice procedures

1. Walk through with analysis and demonstration
2. Practice steps with fun music
3. Apply basic steps in simple sequence
4. Use basic step in simple dance

C. Class organization: formations

1. Line
2. Single circle
3. Double circle
4. Alone
5. With partner
6. Square

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VII C, pp 37-39

B. Skills test - refer to C.O.P.E., Cluster VII C, p 43

C. Teacher observation

BEGINNING SOCCER - LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules of play
3. Scoring
4. Terminology

B. Skills and strategies

1. Dribbling
2. Kicking

a. Inside of foot
b. Outside of foot
c. Instep kicking
d. Volley kick
e. Corner kick
f. Goal kick

3. Trapping

a. Foot (inside, outside)
b. Chest

4. Passing
5. Tackling

a. Front
b. Side

6. Throw in
7. Goalkeeping
8. Shooting

II. Methods of Achievement

A. Teaching procedure

1. Explanation and demonstrations
2. Audio-visual aides
3. Teaching stations

B. Conditioning and warm up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

Beginning Soccer Level I (cont.)

C. Practice procedures

1. Skill drills

a. Dribble

(1) straight ahead
(2) around objects
(3) 2-man dribble and pass
(4) 3-man dribble and pass
(5) 5-man dribble and pass

b. Tackling drill
c. Trap

(1) chest trapping
(2) thigh trapping

d. Passing

2. Lead-up games

a. One-on-one
b. Line soccer
c. Soccer keep-away
d. Rotation soccer
e. Soccer relay

3. Game play progression

a. Set a forward line only against opposing halfbacks, fullbacks
b. Set a forward line only against opposing halfbacks, fullbacks, goalie
c. Add remaining players for game play
d. Lecture on rules
e. Application of rules in actual play

4. Tournaments

III. Evaluation

A. Written test

1. Refer to C.O.P.E., Cluster IV A, pp 4-7
2. Refer to C.O.P.E., Cluster IV A, pp 37-39

B. Skills test - refer to C.O.P.E., Cluster IV A, pp 40-43

Beginning Soccer Level I (cont.)

C. Other means of evaluation

1. Self-evaluation
2. Teacher observation

Note: In accordance with Title IX, official soccer rules govern play for both sexes.

BEGINNING SOFTBALL - LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Playing courtesies and sportsmanship
3. Terminology
4. Basic rules and scoring

B. Skills and strategies

1. Throwing

a. Underhand
b. Overhand

2. Catching

a. Fly balls (thrown and batted)
b. Ground balls (thrown and batted)

3. Batting

a. Grip
b. Stance
c. Swing
d. Follow-through

4. Fielding

a. In the outfield
b. In the infield

5. Pitching

a. Grip
b. Stance
c. Delivery

6. Baserunning

7. Player responsibilities

a. Offensive
b. Defensive

8. Game play

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Audio-visual materials
4. Station teaching

B. Conditioning and warm-up procedures

1. Warm-up (arm, shoulder, and stretching exercises)
2. Running as applied to game situations

C. Practice procedures

1. Skill drills and strategies

a. Catching and fielding thrown and batted balls

(1) with partner
(2) group

b. Underhand and overhand throws

(1) partner
(2) group
(3) against wall

c. Batting using a tee or a pitcher
d. Baserunning: practice swing and run to first base

2. Lead up games

a. Beat ball
b. One pitch - two pitch
c. Fungo
d. One old cat
e. Overtake
f. Softball-tee ball
g. Whiffle ball

3. Game play

a. Game situations explained by teacher and enacted by players
b. Class round robin tournament

D. Class organization: formations

1. Partners
2. Circles with leaders
3. Lines with leaders
4. Squads or groups of six or eight
5. Teams

III. Evaluation

A. Written test

B. Skills test

1. Overhand throw for accuracy
2. Underhand throw for accuracy

C. Teacher observation

1. Batting from tee
2. Catching
3. Fielding
4. Student application of rules and skills

BEGINNING SWIMMING - LEVEL I

I. Specific Knowledge and Skills

A. Knowledge

1. History: brief explanation of the importance of swimming as a survival technique
2. Safety: personal safety rules and pool regulations

B. Skills

1. Safety

a. Reaching assist
b. Throwing assist

2. Breath-holding
3. Rhythmic breathing
4. Floating
5. Changing directions
6. Gliding
7. Treading water
8. Kicks

II. Methods of Achievement

A. Teaching procedures

1. Begin very slowly, allowing each student to explore the feeling of being in the water
2. Teach the skills by having the students face the wall of the pool and place their hands on the side
3. Create games
4. Audio-visual materials should be used

B. Conditioning and warm-up exercises

C. Practice procedures

1. Repetition
2. Game play to familiarize student with water
3. Skill drills

D. Class organization: formations

1. Line facing wall of pool
2. "L" shape at corners of pool

Beginning Swimming - Level I

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIII, pp 10,11,28

B. Skills test check list - refer to C.O.P.E., Cluster VIII, p 33

C. Teacher observation

BEGINNING TRACK AND FIELD

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Terminology
4. Safety
5. Equipment use and care

B. Skills

1. Warm-up
2. Sprinting

a. Starting

(1) types
(2) commands

b. Finishing

3. Distance

a. Starting
b. Pace
c. Finishing

4. Relays (variations of baton exchanges)
5. Field events

a. High jump (roll or flop)

(1) approach
(2) takeoff
(3) form
(4) landing

b. Long jump

(1) approach
(2) takeoff
(3) flight
(4) landing

c. Shot put

(1) grip
(2) stance
(3) glide
(4) release

d. Discus

(1) grip
(2) stance
(3) half-turn
(4) release

II. Methods of Achievement

A. Teaching procedures

1. Audio-visual materials
2. Explanation and demonstration of each of the skills
3. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Cross country - running
3. Sprinting

C. Practice procedures

1. Practice each event
2. Hold intraclass track meet

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VI

B. Skills test - refer to C.O.P.E., Cluster VI

C. Teacher observation

BEGINNING BOUNDBALL

I. Specific Knowledge and Skills

A. Knowledge

1. Rules
2. Scoring
3. Etiquette

B. Skills

1. Underhand serve
2. Bump or dig

a. Ready position
b. Hand position

3. Set
4. Spike
5. Modified game situation

II. Methods of Achievement

A. Teaching procedures

1. Analysis
2. Demonstration
3. Audio-visual materials
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Agility exercises

C. Practice procedures

1. Practice basic skills
2. Apply basic skills in simple sequence
3. Use simple sequence in modified game
4. Game competition (apply learned skills)

D. Class organization: formations

1. Line
2. Circle
3. Alone
4. With a partner
5. Teams

Beginning Boundball (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IX, p 24

B. Skills test - refer to C.O.P.E., Cluster IX, pp 15-19

C. Teacher observation

BEGINNING DECK TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Terminology
3. Rules
4. Scoring
5. Equipment care and use
6. Safety

B. Skills

1. Throwing

a. Underhand
b. Underhand flip
c. Sidearm
d. Cross body

2. Catching

a. Ring parallel to ground
b. Ring perpendicular to ground
c. Flip throw

3. Serving

a. Fast low
b. High floating

4. Court play

a. Speed of returns changed
b. Short drop shots
c. Placement of ring

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration of skills
3. Audio-visual materials
4. Station teaching

Beginning Deck Tennis (cont.)

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Skill drill and practice

a. Practice throwing skills with a partner or in a group
b. Practice catching skills with a partner or in a group
c. Practice serving without and with net

2. Game play - apply learned skills
3. Class round robin tournament

D. Class organization: formations

1. Arrange squad or groups of six or eight
2. Divide class into teams for practice of skills and play
3. Arrange groups into lines, circles, or teams for drills

E. Variations to Deck Tennis

1. Singles
2. Doubles
3. Team
4. Quoitennis

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXA, p 22

B. Skills test - refer to C.O.P.E., Cluster IXA, pp 4-7

C. Teacher observation

BEGINNING FIELD HOCKEY

I. Specific Knowledge and Skills

A. Knowledge

1. Brief history
2. Rules of the game
3. Terminology
4. Etiquette and sportsmanship
5. Safety
6. Equipment care and use

B. Skills

1. Grip
2. Dribble
3. Drive
4. Fielding
5. Tackles

    a. Straight
    b. Left hand lunge

6. Passes

    a. Push ups
    b. Flick
    c. Job
    d. Scoop
    e. Triangular

7. Dodges
8. The bully
9. Strategy

    a. Offensive
    b. Defensive

10. Frequent game situations

    a. Free hit
    b. Corners

        (1) long
        (2) penalty

    c. Defense hit
    d. Roll in

Beginning Field Hockey (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Demonstration of skills
2. Lecture/discussion
3. Use of visual aids
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Agility drills

C. Practice procedures

1. Skills tests and drills

a. Dribble-weave
b. Dribble with left and right hands
c. Push pass and drive
d. "Keep-away"

(1) 2-on-1
(2) 3-on-2

e. Goal shooting
f. Bully practice

2. Game play

a. 6-on-6, plus goalie
b. 8-on-8, plus goalie

III. Evaluation

A. Written test

B. Skills test

1. Obstacle dribble for time
2. Driving ball to designated area for accuracy
3. Dribble with partner (subjective evaluation of offensive skills)
4. 1-on-1 play (subjective evaluation of defensive skills)

C. Teacher observation

HORSESHOES

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment care and use
7. Safety

B. Skills

1. Twist pitch

a. One turn to the right
b. One and three-quarters turn to the right

2. Flip pitch

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration

B. Practice procedures

1. Skill drills and practice

a. Practice tossing shoes by using grips to determine which grip is best for each student
b. Toss shoes as often as possible to improve student release

2. Game play
3. Tournaments

a. Singles
b. Doubles

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp 5-6

B. Skills test - refer to C.O.P.E., Cluster IXB, pp 4-8

C. Teacher observation

SHUFFLEBOARD

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment care and use
7. Safety

B. Skills and strategies

1. Light grip
2. Push
3. Lunge
4. Strategies
5. Indoor-outdoor playing
6. Singles
7. Doubles

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstrations
2. Audio-visual aids

B. Practice procedures

1. Skill drills and practice through lead-up games

a. Propelling games
b. Table shuffleboard
c. Kick shuffle
d. Shuffleboard bowling
e. Disco
f. Line disco

2. Game play

a. Singles
b. Doubles

3. Tournaments

a. Round robin
b. Single and double elimination

Beginning Shuffleboard (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp 8-9

B. Skills test - refer to C.O.P.E., Cluster IXB, pp 8-11

C. Teacher observation

CROQUET

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Course
6. Equipment care and use
7. Safety

B. Skills

1. Striking the ball
2. Stroke variations

a. Roquet
b. Croquet
c. Roquet Croquet

3. Peeling
4. Strategy
5. Set up course

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration of skills
3. Audio-visual materials

B. Practice procedures

1. Skill drills and practice

a. Practice stroke variations with a partner or individually
b. Practice striking ball with mallet

(1) individually
(2) partners

c. Game play

Croquet (cont.)

C. Variation to croquet (around-the-clock croquet)

1. Rules
2. Scoring
3. Equipment
4. Skills
5. Game play

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, p 11

B. Skills test - refer to C.O.P.E., Cluster IXB, pp 12-13

C. Teacher observation

MODIFIED TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Terminology
4. Scoring
5. Etiquette
6. Care of equipment
7. Safety

B. Skills

1. Grip
2. Stance
3. Strokes

a. Forehand
b. Backhand

4. Footwork
5. Serve
6. Basic shots

a. Kill
b. Passing
c. Lob
d. Drop

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration of skills
3. Audio-visual materials
4. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situation
3. Agility exercises

Modified Tennis (cont.)

C. Practice procedures

1. Skill drills

a. Serving the ball against wall (line drawn on wall equal to height of net)
b. Forehand volley against wall
c. Backhand against the wall
d. Volley with partner (no net)

2. Skill test

a. Serving over the net into opposite court
b. Forehand against the wall, above net line (number times volleying before missing)
c. Backhand-same as above
d. Game play (ladder tournament)

(1) singles
(2) doubles

III. Evaluation

A. Written test

B. Skills test

1. Service-a above
2. Forehand-b above
3. Backhand-c above

C. Teacher observation

Course Title: Physical Education II

State Accreditator # 5574

Report Card Abbreviation: Phy. Ed. II

Course Code # 4105

Grade Level: 8, 9

Length of Course: Year
1 Phy. Ed. Credit

Teacher Certification: Physical Education

FTE Category: 1.00

Prerequisite: No physical limitations and the capacity to participate in vigorous activities

Instructional Level: Standard

Textbook(s): Fitness For Life (Scott, Foresman & Company)

Evaluation: Teacher-made

In this required course, students will be exposed to selected units of instruction appropriate to their needs and maturational levels. The focus will be on refinement of skills and knowledge taught in the seventh grade and will seek to develop competencies in additional activities and game strategies. The elements of physical fitness will continue to be stressed in conjunction with units of instruction.

Concepts/Skills:

The skills sequence for the activities included in this course are outlined on the following pages. Reference should also be made to C.O.P.E., (Curriculum Objectives for Physical Education) as necessary.

Required Activities

Archery, Beginning
Basketball, Beginning Level II
Flag Football, Beginning
Gymnastics and Tumbling, Beginning Level II
Physical Fitness and Conditioning, Beginning Level II
Swimming, Beginning Level II (if facilities permit)
Volleyball, Beginning
Weight Training, Beginning

Elective Activities

Bowling, Beginning
Gator Ball, Beginning
Golf, Beginning
Rhythms, Beginning Level II
  folk dance
  square dance
Soccer, Beginning Level II
Softball, Beginning Level II
Tennis, Beginning

Schools will have the option of offering activities or units for a minimum of 4½ weeks (22 instructional periods) or for 3 weeks. Schools must also offer a minimum of two electives or a maximum of three from those listed.

Orientation of students to the program should be limited to one week.

BEGINNING ARCHERY

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Safety
3. Selection of equipment
4. Care of equipment
5. Rules
6. Terminology

B. Skills

1. Bracing the bow
2. Stance
3. Nocking the arrow
4. Draw
5. Anchor
6. Aim
7. Release
8. Follow through
9. Retrieving

II. Methods of Achievement

A. Teaching procedures

1. Audio-visual materials
2. Study sheet
3. Demonstration

B. Practice procedures

1. Go through steps in shooting without an arrow, let partner watch for errors or mistakes
2. One partner shoots while the other watches for mistakes and offers suggestions
3. Hold novelty events

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIB, pp 21-27

B. Skills test - refer to C.O.P.E., Cluster IIIB, pp 18-19

C. Teacher observation

BEGINNING BASKETBALL - LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Review history
2. Equipment care and use
3. Safety and health (care of feet and body)

B. Skills and strategies

1. Review the following skills

a. Passing

(1) one hand
(2) chest pass

b. Dribbling

(1) right hand
(2) left hand

c. Shooting

(1) lay up
(2) push up
(3) free throw

d. Front pivot
e. Defensing the ball handler

2. Additional skills

a. Chest pass while moving
b. Dribbling

(1) around obstacles
(2) timed

c. Jump shot
d. Reverse pivot
e. Rebounding

(1) timing
(2) positioning

f. Body coordination

(1) jumping: stationary and moving
(2) running: forward and backward
(3) sliding

II. Methods of Achievement

A. Teaching procedures

1. Audio-visual materials
2. Demonstrations: simple to complex
3. Station teaching

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Skill drills
2. Review lead-up games

a. one-on-one
b. two-on-two
c. three-on-three
d. progress to five-on-five

3. Additional drills

a. shooting free throws
b. shooting short and mid-range shots for accuracy

4. Tournaments

a. one-on-one
b. two-on-two
c. shooting

III. Evaluation

A. Written test

B. Skill test

C. Teacher observation

BEGINNING FLAG FOOTBALL

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Equipment
6. Safety

B. Skills

1. Offensive stance
2. Defensive stance
3. Blocking
4. Passing
5. Receiving
6. Kicking
7. Running
8. Pulling flag
9. Footwork

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstrations
3. Audio-visual aids
4. Station teaching

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Skill drills and strategies

a. Formations (offensive, defensive)
b. Strategy play-example

Beginning Flag Football (cont.)

2. Lead-up games

   a. Five steps
   b. Punting game
   c. Pass, punt, and kick contest
   d. Set back

3. Game play

D. Class organization: formations

1. Station teaching
2. Line drills
3. Squads or teams

III. Evaluation

A. Written test

B. Skill test

1. Pass for distance and accuracy
2. Punt for distance and accuracy
3. Kick for distance and accuracy
4. Receiving ball

   a. Passed
   b. Punted
   c. Kicked

C. Teacher observation

BEGINNING GYMNASTICS AND TUMBLING - LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Review
2. Safety: terminology, use and care of additional equipment

B. Skills

1. Tumbling

a. Forward roll

(1) turn to walk out
(2) stand to pike stand
(3) stand to straddle stand

b. Backward roll

(1) stand to pike stand
(2) stand to straddle stand

c. Balances

(1) handstand
(2) forearm headstand

(a) one leg kick up
(b) tuck up

d. Flexibility movements

(1) front walk over
(2) back walk over
(3) front walk over with leg switch

e. Springing and inverted movements

(1) kip-up from floor
(2) headspring
(3) round off

Beginning Gymnastics and Tumbling - Level II (cont.)

2. Vaulting (bent hip ascent)

   a. Straddle
   b. Straddle quarter turn
   c. Straddle half turn

3. Balance beam

   a. Mounts

      (1) single-leg shoot through
      (2) step-on, no hands (end)
      (3) step-on, no hands (side)

   b. Turns

      (1) slight lunge half turn
      (2) slight lunge three quarter turn

   c. Balances

      (1) full split, with hands
      (2) arabesque
      (3) body wave
      (4) front scale
      (5) v seat, to side

   d. Dismounts

      (1) straddle-toe touch
      (2) pike

   e. Rolls

      (1) back shoulder, to knee scale
      (2) back shoulder, to straddle
      (3) forward shoulder, to straddle

   f. Flexibilities

      (1) arch out
      (2) split three quarter
      (3) straddle stand

   g. Inverted movements

      (1) headstand
      (2) shoulder rest
      (3) straddle down, from stand

Beginning Gymnastics and Tumbling - Level II (cont.)

4. Unevens

a. Beginning mounts

(1) front support
(2) beat swing

(a) squat over
(b) stoop over
(c) straddle over
(d) back hip pull over
(e) single leg swing-up

b. Single bar skills

(1) swan balance
(2) v seat
(3) riding seat
(4) single leg swing down and up
(5) skin the cat
(6) thigh roll

c. Moves from one bar to the other

(1) single leg swing down and up to catch high bar
(2) from stride position, hand on bar, drop to knee, swing on low
(3) forward roll to rear seat, support on low bar
(4) drop through kip to rear seat support on low bar
(5) underswing to stride support
(6) pullover (low to high)

d. Dismounts

(1) single leg flank with quarter turn from low bar
(2) underswing on low bar
(3) underswing on high bar facing outward
(4) cast off to rear with quarter turn from low
(5) forward roll off high bar
(6) penny drop off low

5. Parallel bars

a. Fundamental movements

(1) inside grip
(2) outside grip
(3) inverted pike
(4) upper arm support
(5) straight arm support
(6) quarter turn dismount between bars
(7) regular bar dip

b. Balances

(1) shoulder tuck (L)
(2) tip-up (L)
(3) shoulder (H)
(4) tip-up (H)
(5) chest stand (L)

c. Single leg cut

(1) R(F)
(2) L(B)
(3) R(B)
(4) L(F)

d. Mounts

(1) jump to straight arm support
(2) jump to upper arm support
(3) tiger leap to upper arm support
(4) single leg cut and catch from end of bars

e. Kips

(1) single-leg stem rise
(2) monkey kip
(3) top kip to straddle seat

f. Dismounts

(1) quarter turn dismount
(2) walk off
(3) rear

Beginning Gymnastics and Tumbling - Level II (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration: simple to complex
3. Audio-visual materials
4. Teaching stations

B. Conditioning and warm-up procedures to include balancing, stretching, and flexibility exercises

C. Practice procedures

1. Single steps to multiple steps
2. Student aides or spotters

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster V

B. Skills test - refer to C.O.P.E., Cluster V

C. Teacher observation

BEGINNING PHYSICAL FITNESS AND CONDITIONING - LEVEL II

I. Specific Knowledge and Skills

A. Knowledge review

B. Body systems and functions

1. Location of muscles
2. Circulatory system structure

C. Capabilities and limitations

1. Body type
2. Sex
3. Environmental factors
4. Physical fitness
5. Motor fitness
6. Tobacco and alcohol
7. Drugs

D. Physical components

1. Muscular strength
2. Muscular endurance
3. Cardiorespiratory endurance
4. Flexibility
5. Agility
6. Power

E. Effects of activity

1. Cardiovascular system
2. Respiratory system
3. Muscular system
4. Physical fitness

F. Aerobics program

1. 12-minute run/walk test
2. Maintenance aerobics program
3. Pre and post test comparisons

G. Presidential Physical Fitness tests (AAHPER)

Beginning Physical Fitness and Conditioning - Level II (Cont.)

II. Methods of Achievement

A. Teaching procedures

1. Classroom lecture demonstration
2. Written handouts
3. Reports on related subject materials
4. Teaching stations

B. Conditioning procedures

1. Stretching and flexibility exercises
2. Running
3. Strength exercises

C. Practice procedures: circuit training

III. Evaluation

A. Written tests

B. Improvement

C. Presidential Physical Fitness tests (AAHPER)

D. Teacher observation

BEGINNING SWIMMING - LEVEL II

I. Specific Knowledge and Skill

A. Knowledge review

B. Skills

1. Review of beginner swimming techniques
2. Crawl stroke
3. Sculling
4. Jumps
5. Dives
6. Underwater swimming
7. Appreciation of water activities
8. Survival floating

II. Methods of Achievement

A. Teaching procedures

1. Review beginner swimmer techniques to assure confidence in students
2. Students face wall at arms length
3. Teach by demonstration
4. Concentrate on developing a "feel" for the water
5. Individualize instruction whenever possible
6. Create games to make students more comfortable in water
7. Audio-visual materials should be used

B. Conditioning and warm-up exercises

C. Practice procedures

1. Repetition
2. Game play for skills practice

D. Class organization: formations

1. Line facing wall of pool
2. "L" shape at corners of pool
3. Circle formation
4. Facing lines parallel to wall of pool

Beginning Swimming - Level II (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIII, pp 10, 11, 28

B. Skill test - refer to C.O.P.E., Cluster VIII, p 27

C. Teacher observation

D. Progress chart - refer to C.O.P.E., Cluster VIII, p 34

BEGINNING VOLLEYBALL

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Terminology
4. Scoring
5. Etiquette
6. Equipment care
7. Safety

B. Skills

1. Forearm bump pass
2. Volley
3. Underhand floater serve
4. Side arm

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Audio-visual aids
4. Station teaching
5. Study sheets

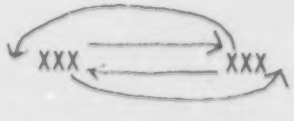
B. Conditioning and warm-up exercises

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Skill drills

a. Bump

(1) "keep it up"
(2) line drill (

)

b. Serve

(1) underhand
(2) overhand

c. Man in the circle

Beginning Volleyball (cont.)

2. Skills (competition)

   a. Bump test against wall
   b. Serve test for underhand floater or overhand serve

      (1) five numbered areas on court
      (2) five serves (taking total of five serves for grade)

3. Game play

   a. Newcomb
   b. Bump ball
   c. 3-on-3 games
   d. Regulation play (toward the end of unit)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IV, p 24

B. Skills test - refer to C.O.P.E., Cluster IV, p 22

1. Bump (a)
2. Serve (b)
3. Performance and improvement - refer to C.O.P.E., Cluster IV, p 33

BEGINNING WEIGHT TRAINING

I. Specific Knowledge and Skills

A. Knowledge

1. Brief history
2. Values

a. Speed
b. Strength
c. Muscular endurance

B. Skill

1. Military press
2. Bench press
3. Upright rowing
4. Two-hand curl
5. Bent arm pullovers
6. Lateral raises
7. Dead lift
8. Squat
9. Bent over two-arm row
10. Leg extension
11. Leg curl
12. Toe raise

II. Method of Achievement

A. Teaching procedures

1. Begin unit with thorough discussion and explanation of terminology and safety involved in weight training
2. Go through step by step analysis and demonstration of each exercise
3. Audio-visual materials should be used
4. Station teaching should be used

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to activity and as warm-up exercises

C. Practice procedures

1. Practice each exercise with bar and collars only (Stress proper form)
2. Begin with a basic 3 x 10 program, using light weight

Beginning Weight Training (cont.)

D. Class organization: formations

1. Mass
2. Group of three
3. Stations

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIB, pp 10-11

B. Skill - refer to C.O.P.E., Cluster IIB, p 11

1. Proper position for spotting
2. Proper method for changing plates
3. Proper execution of lifts

C. Teacher observation

BEGINNING BOWLING

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Etiquette
3. Scoring and rules
4. Nature and purpose of the game

a. Orientation to the setting
b. Equipment care and use
c. Safety
d. Dress

B. Skills and strategies (to be taught in gym first)

1. Selection of equipment (ball)

a. Hole size
b. Weight
c. Span between thumb and finger

2. Stance

a. Erect
b. Semicrouch
c. Crouch

3. Approach
4. Release
5. Delivery (straight ball)
6. Aiming (head pin bowling/spot bowling)
7. Safety

II. Methods of Achievement

A. Teaching procedures

1. Audio-visual aids
2. Walk through the process, analyzing and demonstrating the steps

B. Practice procedures

1. Begin with basic skills; gradually increase skill level and complexity after each individual skill is mastered
2. Apply movement sequence to develop skill
3. Apply skills to actual bowling of ball

Beginning Bowling (cont.)

B. Class organization: formations

1. Lines
2. Use hallways or corridors and gym
3. Use bowling facility (if available)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIID, pp 15-17

B. Skills test - refer to C.O.P.E., Cluster IIID pp 6-14

C. Progress and improvement chart - refer to C.O.P.E., Cluster IIID, pp 21-22

D. Teacher observation

BEGINNING GATORBALL

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology

B. Skills

1. Dribbling
2. Trapping
3. Passing
4. Heading
5. Tackling
6. Passing and catching (aerial balls)
7. Kicking-up
8. Place kick
9. Positions

a. Forwards
b. Halfbacks
c. Fullbacks
d. Goalies

II. Methods of Achievement

A. Teaching procedures

1. Explanation/lecture
2. Demonstration of skills
3. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Weave drill
2. Throwing for accuracy
3. Lifting the ball with feet
4. Kick for goal

Gatorball (cont.)

D. Class organizations: formations

1. Mass
2. Groups of five to nine
3. Stations

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVB, pp 36-39

B. Skills test - refer to C.O.P.E., Cluster IVB, pp 32-35

C. Affective - refer to C.O.P.E., Cluster IVB, p 31

BEGINNING GOLF

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules and scoring
3. Terminology
4. Etiquette
5. Equipment care and use
6. Safety

B. Skills and strategies

1. Grips
2. The address position
3. Fundamentals of the swing (full and half swing)
4. Basic irons (3-5-7-9)
5. Basic woods (driver)
6. Putting

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Emphasize safety and etiquette
3. Demonstration of skills
4. Emphasize the rhythm and smoothness of each swing while keeping the head down on backswing and forward
5. Use audio-visual materials
6. Invite guest professional from local golf course
7. Establish station teaching

B. Conditioning and warm-up procedures

1. Stretching and bending
2. Warm-up swinging club in the air through arc
3. Hip and knee turns in address position

C. Practice procedures

1. Skill drills

a. Practice address and swing without ball
b. Putting into cups from various distances

2. Game situation

   a. A small course may be set up on available field area.
      Scoring (use of score cards), rules, safety and etiquette may be practiced on a simulated basis.
   b. Use of community resources such as Putt-Putt, Miniature Golf, driving ranges; golf courses may be available in some locations.

D. Class organization: formation

1. Practice strokes in line groups. (Measure space by club in hand out-stretched; turn one revolution to acquire room for full swing)
2. Mark balls for identification
3. Waiting groups shadow practice
4. Make use of retrieving balls to emphasize safety and etiquette
5. Use of target (marked area, cones, tire, etc.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIF, pp 25-31

B. Skills test on use of irons, woods, and putter - refer to C.O.P.E., Cluster IIIF, p 25

C. Progress reporting chart - refer to C.O.P.E., Cluster IIIF, pp 35-37

D. Teacher observation

BEGINNING RHYTHMS - LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Review etiquette and terminology of square dance
2. Additional terminolgy for folk dance

B. Skills

1. Review basic skills from beginning rhythms - Level I
2. Steps and formations

a. Waltz step
b. Waltz turn
c. Ladies chain
d. Pass right through
e. Right and left star
f. Forward up and back
g. Allamande through
h. Inside arch/outside arch
i. Split the ring
j. Polka
k. Schottische
l. Mazurka

3. Folk dance positions

a. Closed
b. Open
c. Semi-open
d. Promenade
e. Varsouvienne
f. Polka
g. Schottische
h. 2-hand
i. Side-by-side

4. Square dances

a. Virginia Reel (review)
b. Alabama Jubilee
c. Hot Time in the Old Town
d. Bye, Bye Blackbird
e. The Grand Colonel
f. Comin' Round The Mountain (review)
g. Homosassa Hornpipe
h. Sweet Georgia Brown

Beginning Rhythms - Level II (cont.)

5. Folk Dance

   a. Heel and Toe Polka
   b. Wooden Shoes
   c. Tuxedo Two Step
   d. Bummel Schottische
   e. Salty Dog Rag
   f. La Varsouvienne
   g. Spinning Waltz
   h. Mascando Chiquita

II. Methods of Achievement

A. Teaching procedures

1. Begin course with square dances, reviewing dances learned in beginning rhythms
2. Learn new steps and dances
3. Students first work on steps individually and then with a partner

B. Practice procedures

1. Work on dance one part at a time, first without music, then with music
2. Add new part to previous part and continue in this manner until all parts have been taught
3. Walk through entire dance without music, then with music

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIIC, pp 34-39

B. Skill test - refer to C.O.P.E., Cluster VIIC, pp 42-43

C. Teacher observation

BEGINNING SOCCER LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Review
2. Scoring
3. Equipment care and use
4. Safety

B. Skills and strategies

1. Review the following skills:

a. Dribbling - improvement of skills and techniques outlined in Level I
b. Kicking - improvement of skills and techniques outlined in Level I
c. Trapping

(1) foot (inside and outside)
(2) chest

d. Tackling

(1) front
(2) side

e. Throw in
f. Goalkeeping
g. Shooting

2. Additional skills

a. Trapping - refine skills outlined in Level I
b. Trapping

(1) hip
(2) head

c. Tackling

(1) bent leg sliding
(2) hook slide
(3) charging

d. Feinting
e. Heading

Soccer (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstrations
2. Lecture/discussion
3. Audio-visual aids
4. Teaching stations

B. Conditioning and warm-up procedures

1. Skill drills - review skills as outlined in level I
2. Lead up games - review as outlined in level I
3. Game play - review as outlined in level I
4. Tournaments - review as outlined in level I

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVA, pp 4-7
refer to C.O.P.E., Cluster IVA, pp 37-39

B. Skills test - refer to C.O.P.E., Cluster IVA, p 40

C. Teacher observation

Note: In accordance with Title IX, official soccer rules govern play for both sexes.

BEGINNING SOFTBALL - LEVEL II

I. Specific Knowledge and Skills

A. Knowledge

1. Review
2. Equipment selection and care
3. Safety

B. Skills and strategies

1. Review the following skills

a. Catching

(1) fly balls
(2) ground balls

b. Pitching

(1) grip
(2) stance
(3) delivery

2. Additional skills

a. Throwing

(1) underhand - accuracy
(2) overhand - accuracy and distance

b. Batting - review skill as outlined in level I
c. Fielding - review skill as outlined in level I
d. Accuracy for regulation pitching distance
e. Baserunning - review skill as outlined in level I
f. Strategy

(1) force play
(2) tagging runners
(3) double play
(4) throw to lead base

Beginning Softball - Level II (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Audio-visual materials
4. Teaching stations

B. Conditioning and warm-up procedures

1. Warm-up - flexibility exercises for arms, shoulders, legs
2. Running as applied to game play

C. Practice procedures

1. Skill drills and strategies

a. Catching and fielding thrown and batted balls

(1) with partner
(2) group
(3) against wall

b. Underhand and overhand throws

(1) distance
(2) accuracy

c. Pitching for accuracy
d. Batting stressing contact and form
e. Base running stressing form and speed
f. Station teaching

2. Lead-up games

a. One pitch
b. Two pitch
c. Beat ball

3. Game play

a. Game situations enacted by players
b. Tournament play

Beginning Softball - Level II (cont.)

D. Class organization: formations

1. Partners
2. Groups or squads
3. Lines
4. Teams

III. Evaluation

A. Written test

B. Skills test

1. Throwing for accuracy
2. Fielding ground and fly balls

C. Teacher observation

1. Catching
2. Batting
3. Application of rules and skills

BEGINNING TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Etiquette
3. Scoring

B. Skills

1. Grips

a. Eastern, Western
b. One and two hand

2. Strokes (with appropriate footwork)

a. Forehand
b. Backhand
c. Serve

3. Playing strategy
4. Safety and care of equipment

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration
3. Begin with eye-hand coordination drills, footwork drills, and progress to racket drills
4. Walk through simulation of shots
5. Audio-visual materials
6. Teaching stations

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice progression

1. Practice strokes with dropped or stationary ball
2. Practice strokes with thrown ball
3. Practice strokes with hit ball
4. Game situation

Beginning Tennis (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIG, pp 20-22

B. Comprehensive skills test - refer to C.O.P.E., Cluster IIIG, pp 8-19, 22

C. Teacher observation

Course Title: Physical Education III A

State Accreditator # 5569

Report Card Abbreviation: Phy Ed III A

Course Code # 4109

Grade Level: 8, 9

Length of Course: Semester*
½ Elective Credit

Teacher Certification: Physical Education

FTE Category: 1.00

Prerequisite: No physical limitations and the capacity to participate in vigorous activities

Instructional Level: Standard

Textbook(s): Fitness For Life (Scott, Foresman & Company)

Evaluation: Teacher-made

In this first semester elective course students will engage in activities which provide for continuous growth in skills and knowledge taught in 7th and 8th grade. Emphasis will be on seasonal team sports and in developing a greater appreciation for lifetime/recreational sports. Students will be involved in more indepth competitive experiences and the components of fitness will continue to be stressed with the focus being placed on individual development.

Concepts/Skills:

The skills sequence for the activities included in this course are outlined on the following pages. Reference should also be made to C.O.P.E., (Curriculum Objectives for Physical Education) as necessary.

The course is composed of the following:

Required Activities	Elective Activities
Gymnastics, Intermediate	Flag Football, Intermediate
Physical Fitness and Conditioning, Intermediate	Recreational Games
Soccer, Intermediate	Rhythms, Intermediate
Swimming, Intermediate (if facilities permit - may substitute for any required activity or elective activity)	Self Defense/wrestling, Beginning
	Tennis, Intermediate
	Volleyball, Intermediate
	Weight Training, Intermediate

Required activities should be taught for 3 weeks or approximately 15 instructional periods. Schools must also offer a minimum of two electives to be selected from those listed.

* NOTE: This course may be repeated for credit with the provision that new activities are offered at a higher level. The course code number if repeated would be 4109A.

INTERMEDIATE GYMNASTICS AND TUMBLING

I. Specific Knowledge and Skills

A. Knowledge review

B. Skills

1. Tumbling

a. Dive forward roll

(1) tucked
(2) piked
(3) layout

b. Backward roll series

(1) half turn to reverse stand
(2) handstand roll

c. Balances

(1) headstand, pike press
(2) forearm headstand

d. Flexibility movements

(1) back walkover with leg switch
(2) front tinsica
(3) full split
(4) back chest roll
(5) front chest roll

e. Springing and inverted movements

(1) dive cartwheel
(2) cartwheel leg switch
(3) front hand spring
(4) one arm cartwheel

Intermediate Gymnastics and Tumbling (cont.)

2. Floor exercises - refer to C.O.P.E., Cluster VA, pp 1-30

   a. Dance movements for girls
   b. Static and strength positions
   c. Turns
   d. Transitional moves and pose positions
   e. Flexibility moves
   f. Tumbling skills
   g. Aerial skills
   h. Creating combinations
   i. Rules
   j. Choreography and composition
   k. Routines

3. Vaulting (bent hip ascent)

   a. Flank one quarter turn
   b. Flank half turn
   c. Thief

4. Balance beam

   a. Mounts

      (1) squat
      (2) wolf
      (3) straddle to straddle "L" or seat

   b. Turns

      (1) slight lunge, full turn
      (2) battement (kick and swing turn)
      (3) corkscrew up or down
      (4) seat spin, half tuck

   c. Balances

      (1) backbend, half
      (2) stride support
      (3) free sit
      (4) one-leg squat (bent leg)

Intermediate Gymnastics and Tumbling (cont.)

d. Dismounts

(1) forward roll, from side
(2) back shoulder roll
(3) lunge with quarter turn
(4) lunge with half turn

e. Rolls

(1) forward, from squat
(2) backward, to knee
(3) backward, to straddle

f. Flexibilities

(1) back walkover
(2) split, full
(3) standing split
(4) front scale to back attitude, holding knee

g. Inverted movement

(1) arch out
(2) side handstand
(3) prone headstand
(4) prone headstand, with stay

5. Unevens

a. Mounts

(1) basket
(2) cross seat
(3) single leg flank

b. Single bar skills

(1) cast
(2) single leg cut to a stride seat support
(3) single leg shoot through

c. Moves from one bar to the other

(1) double leg stem rise
(2) single leg stem rise
(3) squat stand on low bar, with hand on each bar

d. Releases

(1) from sit on low, facing high bar, swing half turn to stomach whip
(2) same as (1) with one leg
(3) same as (1) with tuckover after whip
(4) same as (1) with straddle over after whip
(5) cast from high bar

e. Dismounts

(1) sole circle from low
(2) squat vault from front support low
(3) sole circle from high facing outward

6. Parallel bars

a. Fundamental movements

(1) straddle seat
(2) tuck shoulder balance
(3) travel forward
(4) hop forward

b. Rolls

(1) forward
(2) backward

c. Balances

(1) shoulder stand (L)
(2) shoulder stand (H)
(3) handstand (L) wall

d. Swings (upper arm and straight arm)
e. Mounts

(1) scissor mount
(2) under pivot mount

f. Dismounts

(1) front
(2) front with half turn away from bars
(3) front with half turn toward bars

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstration: simple to complex
3. Station teaching
4. Audio-visual materials

B. Conditioning and warm-up procedures to include balancing, stretching, and flexibility exercises

C. Practice procedures

1. Single steps to multiple steps
2. Student aides or spotters

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster V

B. Skills test - refer to C.O.P.E., Cluster V

C. Teacher Observation

INTERMEDIATE PHYSICAL FITNESS AND CONDITIONING

I. Specific Knowledge and Skills

A. Knowledge review

B. Capabilities and limitations review

C. Systems and functions review

1. Muscular
2. Circulatory

D. Physical components

1. Muscular strength
2. Muscular endurance
3. Cardiovascular endurance
4. Flexibility
5. Power
6. Speed of movement
7. Conditioning considerations

E. Effects of activity

1. General long term effects
2. Physical fitness
3. Exercise and body weight

F. Aerobics

1. Twelve-minute run/walk test
2. Maintenance aerobics program
3. Alternate activities
4. Pre and post test comparisons

G. AAHPER Physical Fitness Test

II. Methods of Achievement

A. Teaching procedures

1. Classroom lecture demonstration
2. Written handouts
3. Reports on related subject materials
4. Teaching stations

Intermediate Physical Fitness and Conditioning (cont.)

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running
3. Strength exercises

C. Practice procedures: circuit training

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster I

B. Progress reporting charts - refer to C.O.P.E., Cluster I

C. AAHPER Physical Fitness Tests

D. Teacher observation

INTERMEDIATE SOCCER

I. Specific Knowledge and Skills

A. Knowledge

1. Review*
2. Game strategy
3. Specific duties of each position
4. Officiating

B. Skills and strategies

1. Review* the following skills:

a. Dribbling

b. Kicking
   (1) outside of foot
   (2) inside of foot
   (3) volley kick
   (4) corner kick
   (5) goal kick

c. Feinting
d. Tackling

   (1) front
   (2) side

e. Trapping

   (1) chest
   (2) hip

f. Shooting
g. Goalkeeping
h. Heading

2. Additional skills

a. Pivot instep kicking
b. Passing

   (1) inside of foot
   (2) outside of foot
   (3) heading

Note: In accordance with Title IX, official soccer rules govern play for both sexes. * Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

c. Tackling

(1) slide
(2) head-on
(3) charging

d. Volleying

(1) head
(2) foot

e. Heel kick
f. Techniques of player positions
g. Team play (offense and defense)
h. Situation play
i. Techniques of officiating

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstrations
3. Audio-visual materials
4. Station teaching

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running as applied to game situations

C. Practice procedures

1. Skill drills - refer to C.O.P.E., Cluster IVA

a. Dribble, pass, shoot (50 yard)
b. Circle drill for heading
c. Circle drill for trapping
d. Line formation for tackling
e. Strategy drills

(1) kick-off
(2) free-kick
(3) throw-in
(4) corner kick

2. Game play (should be highly organized and well-officiated, with playing time being divided into one game or two halves)

Intermediate Soccer (cont.)

III. Evaluation

A. Written tests (more situational, subjective questions at intermediate level)

1. Refer to C.O.P.E., Cluster IVA, pp 4-7
2. Refer to C.O.P.E., Cluster IVA, pp 37-39

B. Skills test - refer to C.O.P.E., Cluster IVA, pp 40-43

C. Self Evaluation

D. Teacher Observation

INTERMEDIATE SWIMMING

I. Specific Knowledge and Skill

A. Knowledge

1. History: review
2. Safety: review

B. Skills

1. Review beginner skills
2. Throwing life-saving assist
3. Turn
4. Elementary back stroke
5. Breast stroke kick
6. Side stroke
7. Surface dive
8. Survival floating

II. Methods of Achievement

A. Teaching procedures

1. Review all basic skills
2. Use both dry and wet demonstrations
3. Get students into the water as soon as possible
4. Use positive reinforcement for all water activities
   The students must be comfortable and confident in the water
5. Use audio-visual materials

B. Conditioning and warm-up exercises

C. Practice procedures

1. Drills
2. Games

D. Class organization: formations

1. Line facing wall of pool
2. Lines on deck of pool
3. "L" shape at corners of pool
4. Circle formation
5. Facing lines parallel to wall of pool
6. Line along wall facing center of pool
7. Lines away from wall facing wall of pool

Intermediate Swimming (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIII, p 28

B. Skills test - refer to C.O.P.E., Cluster VIII, p 27

C. Teacher observation

INTERMEDIATE FLAG FOOTBALL

I. Specific Knowledge and Skills

- A. Review
- B. Fake patterns
- C. Laterals
- D. Zig-in, zig-out
- E. Game strategy

II. Methods of Achievement

- A. Teaching procedures
  1. Demonstrations and explanations
  2. Audio-visual aids
  3. Station teaching
- B. Conditioning and warm up procedures
  1. Flexibility and stretching
  2. Weight lifting program
- C. Practice procedures
  1. Skill drills and strategies
     a. Review beginning drills
     b. Relay drills
     c. Shuttle drills for handoffs
     d. Patterns (offensive, defensive)
  2. Game play
     a. Execute patterns
     b. Offensive patterns
     c. Defensive patterns
  3. Tournament: Round robin
- D. Class organization: formations
  1. Officiating by students
  2. Determined by size, skill
  3. Student coaches
  4. Student officials

Intermediate Flag Football (cont.)

III. Evaluation

A. Written test

B. Officiating test

C. Skills Test: passing, punting, kicking and centering

D. Teacher observation

RECREATIONAL GAMES - HORSESHOES

I. Specific Knowledge and Skills

A. Knowledge (review)*

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment care and use
7. Safety

B. Skills (review)*

1. Twist pitch

a. One turn to the right
b. One and 3/4 turns to the right

2. Flip pitch

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration

B. Practice procedures

1. Skill drills and practice

a. Practice tossing shoes by using various grips to determine which grip is best for students
b. Toss shoes as often as possible to improve students' release

2. Game play
3. Tournaments

a. Singles
b. Doubles

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp 5-6

B. Skills test - refer to C.O.P.E., Cluster IXB, pp 4-8

C. Teacher observation

RECREATIONAL GAMES - SHUFFLEBOARD

I. Specific Knowledge and Skills

A. Knowledge (review)*

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment care and use
7. Safety

B. Skills and strategies (review)*

1. Light grip
2. Push
3. Lunge
4. Strategies
5. Indoor-outdoor playing
6. Singles
7. Doubles

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Audio-visual aids
3. Demonstration

B. Practice procedures

1. Skill drills and practices through lead-up games

a. Propelling games
b. Table shuffleboard
c. Kick shuffle
d. Shuffleboard bowling
e. Disco
f. Line disco

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

Beginning Shuffleboard (cont.)

2. Game play

   a. Singles
   b. Doubles

3. Tournaments

   a. Round robin
   b. Single and double elimination

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, pp 8-9

B. Skills test - refer to C.O.P.E., Cluster IXB, pp 8-11

C. Teacher observation

RECREATIONAL GAMES - CROQUET

I. Specific Knowledge and Skills

A. Knowledge (review)*

1. History
2. Rules
3. Scoring
4. Terminology
5. Course
6. Equipment use and care
7. Safety

B. Skills (review)*

1. Striking the ball
2. Stroke variations

a. Roquet
b. Croquet
c. Roquet Croquet

3. Peeling
4. Strategy
5. Set up course

II. Methods of Achievement

A. Teaching procedures

1. Lecture-discussion
2. Demonstration of skills
3. Audio-visual materials should be used

B. Practice procedures

1. Skill drills and practice

a. Practice stroke variations with a partner or individually
b. Practice striking ball with mallet

(1) individually
(2) partners

c. Game play

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

Croquet (cont.)

C. Variation to Croquet (around-the-clock croquet)

1. Rules
2. Scoring
3. Equipment
4. Skills
5. Game play

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXB, p 11

B. Skills test - refer to C.O.P.E., Cluster IXB, pp 12, 13

C. Teacher Observation

INTERMEDIATE RHYTHMS

I. Specific Knowledge and Skills

A. Knowledge *

1. Review etiquette
2. Review terminology

a. Folk dances
b. Square dances

3. Additional terminology of social dance

B. Skills *

1. Review basic skills form beginning rhythms
2. Review steps and formations

C. Folk dances

1. American Schottische
2. Salty Dog Rag
3. Philippine Mazurka
4. Masquerade
5. Mexican Waltz
6. Shaw Polka
7. Scandinavian Polka

D. Square dances

1. Terry Lynn's Jog
2. Ottawa Special
3. Dumberton's Drums
4. Hills of Habersham
5. Bye-Bye Blackbird
6. North to Alaska
7. Square Dance Blues
8. Alabama Jubilee
9. After They've Seen Paree
10. The Grand Colonel
11. Tiny Bubbles
12. Lazy River
13. Texas Star
14. Virginia Reel

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

Intermediate Rhythms (cont.)

E. Social Dances

1. Fox Trot: slow, slow, quick, quick
2. Simple variations of the Fox Trot
3. Simple Tango
4. Waltz
5. Fad dances

   a. Hully Gully
   b. Bump
   c. Watusi
   d. Disco

II. Methods of Achievement

A. Teaching procedures

1. Begin course with folk and square dances, reviewing dances learned in beginning rhythms
2. Learn new steps and dances
3. First work on steps individually and then with a partner

B. Practice procedures

1. Work on dance one part at a time, first without music, then with music
2. Add new part to previous part and continue in this manner until all parts have been taught
3. Walk through entire dance without music, then with music

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIIC, pp 34-40

B. Skills test - refer to C.O.P.E., Cluster VIIC, pp 42, 43

C. Teacher observation

BEGINNING SELF-DEFENSE

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Terminology
3. Safety
4. Prevention of jeopardizing situations

B. Skills

1. Exercises for flexibility
2. Exercises for agility
3. Hand blows
4. Finger stab and knuckle jab
5. Elbow blows
6. Kicking blows
7. Deflection, blocking and evasion
8. Specific defense measures for

   a. Held by front choke
   b. Pulled by the hair from the front
   c. Held by a back choke
   d. Pulled by the hair from the rear
   e. Attacked while in a prone or supine position

9. Forced entry
10. Use of purse and household items as weapons
11. Reporting rape

II. Methods of Achievement

A. Teaching procedures

1. Start unit in classroom situation where available
2. Show films which may be available from the local police, YWCA, Navy, or County Education Office
3. Have a guest speaker from local police department

B. Conditioning and warm up

1. Stretching and flexibility exercises
2. Running

Beginning Self-Defense (cont.)

C. Practice procedures

1. Increase the number of repetitions progressively from 4 at the beginning of the unit to 20 for each exercise daily
2. Employ student aides for use in giving individual attention to class members as well as demonstration of exercises
3. Allow no contact when practicing blows
4. Employ the use of a videotape recorder to allow students to see their own efforts for analysis and/or comparison

D. Class organization: formation

1. Lines
2. Circles
3. Organize the class on a station teaching basis, allowing students to rotate through a variety of hypothesized situations

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster XA, p 16

B. Skills test - refer to C.O.P.E., Cluster XA, p 15

C. Teacher observation

BEGINNING WRESTLING

I. Specific Knowledge and Skills

A. Knowledge

1. Overview of the sport
2. Rules and terminology
3. History

B. Skills

1. Pins
2. Pin counters
3. Starting position
4. Breakdowns
5. Rides
6. Breakdown and ride counters
7. Reversals
8. Reversal counters
9. Escapes
10. Escape counters
11. Takedown stances
12. Takedown set-ups
13. Takedowns
14. Takedown counters

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstrate each move
3. Teach new moves to beginners by the "number system"; label parts of the move by number and count through the move while the student practices the move
4. Audio-visual materials should be used

B. Class organization: formations

1. Necessity of mat utilization may determine formation
2. Divide large classes into groups so that each group has sufficient space--approximately 45 square feet per student - this is also necessary when you have limited mat space.

Beginning Wrestling (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster XB, pp 32-36

B. Skills test - refer to C.O.P.E., Cluster XB, pp 36-37

C. Teacher observation

INTERMEDIATE TENNIS

I. Specific Knowledge and Skills

A. Knowledge review*

B. Skills

1. Review basic skills and strategies*

a. Grip and stance
b. Forehand, backhand, and serve
c. Game strategies

2. Additional skills and strategies

a. Serve (as offensive weapon)
b. Volley
c. Half-volley
d. Lob
e. Smash
f. Singles strategies
g. Doubles strategies

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstrations
3. Basic stroking drills, reviewing fundamental movements
4. Emphasis on accuracy, placement, and strategy
5. Audio-visual materials should be used
6. Station teaching should be used

B. Practice procedures

1. Serve, volley, and lob for accuracy (placement)
2. Progression on volley and lob:

a. Thrown ball to students
b. Ball hit to students
c. Game situations

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

Intermediate Tennis (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIG, pp 20-22

B. Skills test - refer to C.O.P.E., Cluster IIIG, pp 8-19, 22

C. Teacher observation

INTERMEDIATE VOLLEYBALL

I. Specific Knowledge and Skills

A. Knowledge review

1. History
2. Rules
3. Terminology
4. Scoring
5. Etiquette
6. Care of equipment
7. Safety

B. Skills

1. Review the following skills

a. bump
b. underhand floater serve
c. overhand serve

2. Additional skills

a. Set
b. Sidearm serve
c. Spike
d. Block
e. Dink
f. Offensive strategies

(1) 4-2 offense
(2) 5-1 offense

g. Defensive strategies

(1) proper court coverage
(2) 2-man block

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Audio-visual Materials
4. Station teaching
5. Study sheets

Intermediate Volleyball (cont.)

B. Conditioning and warm-up exercises

1. Stretching and flexibility exercises
2. Running as applied to game situations
3. Agility exercises

C. Practice procedures

1. Skill drills

a. Partner passing

(1) bump
(2) set

b. "Man In The Circle" drill
c. Bump ball to self (control)
d. Set ball to self (control)
e. Setting ball into basketball goal (accuracy)

2. Bump volleyball (as a lead-up)
3. Regulation game play
4. Tournaments

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IV, p 24

B. Individual performance and improvement charts - refer to C.O.P.E., Cluster IV, p 23

C. Skills test - refer to C.O.P.E., Cluster IV, p 22

D. Teacher observations

INTERMEDIATE WEIGHT TRAINING

I. Specific Knowledge and Skills

A. Knowledge

1. Review

a. Terminology
b. Values
c. Safety

2. Strength program

a. Work up system
b. Work down system

B. Skills review with specific emphasis on areas of concentration

1. Upper and lower arm and shoulder girdle area

a. Military press (standing or sitting)
b. Bench press
c. Upright rowing
d. Two hand curl

2. Chest Area

a. Bent arm pullover
b. Bench press
c. Lateral raises

3. Legs, hips, and back area

a. Dead lift
b. Squat
c. Leg extension
d. Leg curl
e. Toe raise
f. Bent over two arm row

Intermediate Weight Training (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Begin with explanation and demonstration of a work up system and a work down system
2. Teaching stations

B. Conditioning procedures

1. Stretching and flexibility exercises
2. Strength exercises

C. Practice procedures

1. Begin either a work up or a work down system
2. Closely monitor each exercise

D. Class organization: formations

1. Mass
2. Groups of three
3. Stations

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIB, pp 10-11

B. Skills test - refer to C.O.P.E., Cluster IIB, p 11

C. Teacher observation

Course Title: Physical Education III B

State Accreditator # 5569

Report Card Abbreviation: Phy. Ed. III B

Course Code # 4107

Grade Level: 8, 9

Length of Course: Semester * ½ Elective Credit

Teacher Certification: Physical Education

FTE Category: 1.00

Prerequisite: No physical limitations and the capacity to participate in vigorous activities

Instructional Level: Standard

Textbook(s): Fitness For Life (Scott, Foresman & Company

Evaluation: Teacher-made

In this second semester course students will engage in activities which provide for continuous growth in skills and knowledge taught in 7th and 8th grade. Emphasis will be on seasonal team sports and in developing a greater appreciation for lifetime/recreational sports. Students will be involved in more indepth competitive experiences and the components of fitness will continue to be stressed with the focus being placed on individual development.

Concepts/Skills:

The skills sequence for the activities included in this course are outlined on the following pages. Reference should also be made to C.O.P.E., (Curriculum Objectives for Physical Education) as necessary.

Required Activities	Elective Activities
Badminton and Table Tennis, Beginning Physical Fitness and Conditioning, Intermediate Swimming, Intermediate (if facilities permit - may substitute for any required or elective activity) Track and Field, Intermediate	Archery, Intermediate Basketball, Intermediate Golf, Intermediate Rhythms, Intermediate Softball, Intermediate Speed-A-Way/Speedball, Beginning Tennis, Intermediate

Required activities should be taught for 3 weeks or approximately 15 instructional periods. Schools must also offer a minimum of two electives to be selected from those listed.

NOTE: This course may be repeated for credit with the provision that new activities are offered at a higher level. The course code number if repeated would be 4107B.

BEGINNING BADMINTON

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Equipment care and use
6. Etiquette and good sportsmanship

B. Skills

1. Grip
2. Forehand
3. Backhand
4. Serve
5. Receiving service
6. Various strokes

a. Clear
b. Smash
c. Drive
d. Drop

7. Strategy

a. Singles
b. Doubles

II. Methods of Achievement

A. Teaching procedures

1. Explanation and demonstration
2. Audio-visual materials
3. Skill application

B. Conditioning exercises

1. Stretching
2. Flexibility

Beginning Badminton (cont.)

C. Practice procedures

1. Skill practice

a. Skill drills
b. Enabling activities C.O.P.E., Cluster IIIC, p. 14

2. Game situations

a. Doubles
b. Singles

D. Class Organization: formations

1. Lines
2. Circles
3. Partners

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIC, pp 11-12

B. Skills test - refer to C.O.P.E., Cluster IIIC, pp 12-13

C. Teacher observation of skill improvement and application

BEGINNING TABLE TENNIS

I. Specific Knowledge and Skills

A. Knowledge

1. History
2. Rules
3. Scoring
4. Terminology
5. Etiquette
6. Equipment care and use

B. Skills

1. Grip and stance
2. Serve
3. Strokes (with and without spin)

a. Forehand
b. Backhand

4. Variations of strokes

a. Push
b. Block
c. Drop
d. Chop

5. Singles and doubles strategies

II. Methods of Achievement

A. Teaching procedures

1. Stress basic skills
2. Analysis and demonstration

B. Practice procedures

1. Basic skill drills
2. Use skills in sequence in a singles game

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IXA, p 23

B. Class tournament play

C. Teacher observation

INTERMEDIATE PHYSICAL FITNESS AND CONDITIONING

I. Specific Knowledge and Skills

- A. Knowledge review
- B. Capabilities and limitations review
- C. Systems and functions review
  1. Muscular
  2. Circulatory
- D. Physical components
  1. Muscular strength
  2. Muscular endurance
  3. Cardiovascular endurance
  4. Flexibility
  5. Power
  6. Speed of movement
  7. Conditioning considerations
- E. Effects of activity
  1. General long term effects
  2. Physical fitness
  3. Exercise and body weight
- F. Aerobics
  1. Twelve-minute run/walk test
  2. Maintenance aerobics program
  3. Alternate activities
  4. Pre and post test comparisons
- G. AAHPER Physical Fitness Test

II. Methods of Achievement

- A. Teaching procedures
  1. Classroom lecture demonstration
  2. Written handouts
  3. Reports on related subject materials
  4. Teaching stations

Intermediate Physical Fitness and Conditioning (cont.)

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running
3. Strength exercises

C. Practice procedures: circuit training

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster I

B. Progress reporting charts - refer to C.O.P.E., Cluster I

C. AAHPER Physical Fitness Tests

D. Teacher observation

INTERMEDIATE SWIMMING

I. Specific Knowledge and Skill

A. Knowledge

1. History: review
2. Safety: review

B. Skills

1. Review beginner skills
2. Throwing life-saving assist
3. Turn
4. Elementary back stroke
5. Breast stroke kick
6. Side stroke
7. Surface dive
8. Survival floating

II. Methods of Achievement

A. Teaching procedures

1. Review all basic skills
2. Use both dry and wet demonstrations
3. Get students into the water as soon as possible
4. Use positive reinforcement for all water activities
   The students must be comfortable and confident in the water
5. Use audio-visual materials

B. Conditioning and warm-up exercises

C. Practice procedures

1. Drills
2. Games

D. Class organization: formations

1. Line facing wall of pool
2. Lines on deck of pool
3. "L" shape at corners of pool
4. Circle formation
5. Facing lines parallel to wall of pool
6. Line along wall facing center of pool
7. Lines away from wall facing wall of pool

Intermediate Swimming (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIII, p 28

B. Skills test - refer to C.O.P.E., Cluster VIII, p 27

C. Teacher observation

INTERMEDIATE TRACK AND FIELD

I. Specific Knowledge and Skills

A. Knowledge

1. Review
2. Scoring
3. Etiquette

B. Skills

1. Review procedures

a. Warm-up
b. Sprint start
c. Distances
d. Relay exchanges
e. Jumping

(1) high jump
(2) long jump
(3) shot put
(4) discus

2. Additional skills

a. Strategies

(1) distance run
(2) relay
(3) track line up

b. Variations of starts (ex. block spacing)
c. Discus throw with 1 1/2 or 1 3/4 turn
d. Pole vault (optional)

(1) grip
(2) pole carry
(3) approach
(4) pole plant
(5) take off
(6) pull up
(7) turn
(8) landing

Intermediate Track and Field (cont.)

e. Hurdles

(1) starting and sprint to the first hurdle
(2) flight over hurdle
(3) landing
(4) steps between hurdles

II. Methods of Achievement

A. Teaching procedures

1. Review beginning level
2. Audio-visual materials

B. Conditioning and warm-up procedures

1. Stretching and flexibility
2. Cross country
3. Sprinting

C. Practice procedures

D. Track meet in class

III. Evaluation - refer to C.O.P.E., Cluster VI

A. Written test

B. Skills test

C. Teacher observation

INTERMEDIATE ARCHERY

I. Specific Knowledge and Skills

A. Knowledge review

B. Skills

1. Review previous skills

a. bracing
b. stance
c. nocking
d. draw
e. anchor
f. aim
g. release
h. follow through
i. retrieving

2. Accuracy in shooting (20 yards)
3. Accuracy in shooting (30 yards)

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration
3. Audio-visual materials

B. Practice procedures

1. Novelty events

a. tic-tac-toe
b. wand shooting
c. roving archery
d. archery golf

2. Individual competition
3. Posting scores each day

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIB, pp 21-27

B. Skills test - refer to C.O.P.E., Cluster IIIB, pp 18-19

C. Teacher observation

INTERMEDIATE BASKETBALL

I. Specific Knowledge and Skill

A. Knowledge

1. Review beginning basketball
2. First Aid (prevention and treatment of injuries)

B. Skills

1. Review the following skills

a. Right and left dribble
b. Shooting

(1) lay up
(2) push
(3) jump
(4) free throw

c. Passes

(1) chest
(2) bounce
(3) overhead

d. Defensive stance and movement
e. Rebounding

2. Additional skills

a. Dribbling

(1) behind back
(2) between legs
(3) hand quickness drills

b. Team drills

(1) pass and cut (split post)
(2) figure 8 weave
(3) screen/roll
(4) dribble - pivot - pass
(5) dribble - pivot - shoot

Intermediate Basketball (cont.)

II. Methods of Achievement

A. Teaching procedures

1. Lecture/discussion
2. Demonstration: simple to complex
3. Station teaching
4. Use of audio-visual aids

B. Conditioning and warm-up procedures

1. Stretching and flexibility exercises
2. Running, as applied to game situations

C. Practice procedures

1. Skill drills and practice through situation play

a. Five on five vs. person to person defense
b. Introduce zone defense (1-2-2, 2-1-2, 1-3-1)

2. Tournaments

III. Evaluation

A. Written test

B. Student observations, officiating games for rules reinforcement

C. Skills test to determine accuracy on shooting, passing, dribbling

D. Teacher observation

INTERMEDIATE GOLF

I. Specific Knowledge and Skills

A. Knowledge

1. Review* beginning golf

a. History
b. Rules and scoring
c. Terminology
d. Etiquette
e. Equipment, care and use
f. Safety

2. Value as lifetime sport
3. Amateur and professional levels

B. Review* skills

1. Grips
2. Address
3. Fundamentals of the full and half swings
4. Basic irons (3-5-7-9)
5. Driver
6. Putter

C. Additional skills

1. Irons (3-5-7-9)

a. Quarter swing
b. Sandtrap shot
c. Punch shot
d. Uphill and downhill lie
e. Rough play
f. Targetry
g. Distance

2. Woods: 3, 4

a. Stance (square, open, closed)
b. Alignment
c. Distance
d. Targetry

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

Intermediate Golf (cont.)

II. Methods of Achievement

A. Teaching procedures

1.

1. Lecture/discussion
2. Demonstrations
3. Emphasize timing and smoothness; keeping head down
4. Emphasize constant awareness of safety and etiquette
5. Use of audio-visual materials
6. Use guest professional from local golf course

B. Conditioning and warm-up procedures

1. Stretching and bending
2. Swing club in the air through proper arc
3. Hip and knee turns in address position
4. Practice swings without ball

C. Practice procedures

1. Skill drills

   a. Practice address and swings of each club using practice balls
   b. Practice approach shots
   c. Practice for distance using practice balls
   d. Practice targetry, using above clubs
   e. Practice putting into cups or cans

2. Tournament play

   a. Medal
   b. Match
   c. Two ball
   d. Scramble
   e. Nassau

D. Class organization: formations

1. Practice strokes in line groups (Measure practice space by holding club in hand, out-stretched. Turn one revolution to acquire room for full swing.)
2. Mark balls for identification
3. Waiting groups should shadow practice
4. Make use of retrieving balls to emphasize safety and etiquette
5. Use of target (marked area, cones, tires, etc.)

Intermediate Golf (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIF, pp 25-31

B. Skills test - refer to C.O.P.E., Cluster IIIF, p 25

C. Teacher observation

INTERMEDIATE RHYTHMS

I. Specific Knowledge and Skills

A. Knowledge *

1. Review etiquette
2. Review terminology

a. Folk dances
b. Square dances

3. Additional terminology of social dance

B. Skills *

1. Review basic skills form beginning rhythms
2. Review steps and formations

C. Folk dances

1. American Schottische
2. Salty Dog Rag
3. Philippine Mazurka
4. Masquerade
5. Mexican Waltz
6. Shaw Polka
7. Scandinavian Polka

D. Square dances

1. Terry Lynn's Jog
2. Ottawa Special
3. Dumberton's Drums
4. Hills of Habersham
5. Bye-Bye Blackbird
6. North to Alaska
7. Square Dance Blues
8. Alabama Jubilee
9. After They've Seen Paree
10. The Grand Colonel
11. Tiny Bubbles
12. Lazy River
13. Texas Star
14. Virginia Reel

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

Intermediate Rhythms (cont.)

E. Social Dances

1. Fox Trot: slow, slow, quick, quick
2. Simple variations of the Fox Trot
3. Simple Tango
4. Waltz
5. Fad dances

   a. Hully Gully
   b. Bump
   c. Watusi
   d. Disco

II. Methods of Achievement

A. Teaching procedures

1. Begin course with folk and square dances, reviewing dances learned in beginning rhythms
2. Learn new steps and dances
3. First work on steps individually and then with a partner

B. Practice procedures

1. Work on dance one part at a time, first without music, then with music
2. Add new part to previous part and continue in this manner until all parts have been taught
3. Walk through entire dance without music, then with music

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster VIIC, pp 34-40

B. Skills test - refer to C.O.P.E., Cluster VIIC, pp 42, 43

C. Teacher observation

INTERMEDIATE SOFTBALL

I. Specific Knowledge and Skills

A. Knowledge

1. Review*
2. Duties of officials

B. Skills

1. Complete review of beginning skills
2. Sidearm throw
3. Sliding
   a. Straight
   b. Hook
4. Place hitting
5. Team strategy
   a. Offensive
      (1) batting order
      (2) hitting
      (3) baserunning
      (4) sacrifice fly
   b. Defensive
      (1) position play
      (2) player placement on field
      (3) double plays
      (4) coordination of infield and outfield on fly balls, overthrows, etc.
6. Class tournament

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstrations
3. Audio-visual materials
4. Station teaching

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

Intermediate Softball (cont.)

B. Conditioning and warm-up procedures

1. Arm and shoulder exercises
2. Stretching and flexibility exercises
3. Running, as applied to game situations

C. Practice procedures

1. Skill drills and strategies

a. Review skills learned in beginning softball
b. Practice of sidearm throw in groups, with partner, or against wall
c. Batting practice stressing placement of hits
d. Practice sliding skills in group or game situations
e. Three inning game stressing rules and strategy

2. Game play

a. Pepper
b. Fungo
c. Game situations explained by teacher and enacted by players

3. Class round robin tournament using student officials
4. Other special activities

a. Develop umpiring skills
b. Perfect scoring techniques
c. Team management

III. Evaluation

A. Written test

B. Skills test

C. Teacher observation

1. Officiating ability
2. Application of rules, skills, and strategies

BEGINNING SPEED-A-WAY

I. Specific Knowledge and Skills

A. Knowledge

1. Warm up
2. Safety
3. Rules

B. Skills

1. Dribbling
2. Passing

a. One hand
b. Underhand chest
c. Two hand
d. Overhead hook

3. Tackling
4. Trapping
5. Kicking

a. Place kick
b. Drop kick
c. Punt

6. Catching

a. Stationary
b. Moving

7. Conversions (foot or feet do not have to leave ground)
8. Play responsibilities
9. Team play

a. Offensive
b. Defensive

10. Juggle

II. Methods of Achievement

A. Teaching procedures

1. Demonstration of skills
2. Lecture/Discussion
3. Audio-visual materials
4. Study sheets
5. Station teaching

Beginning Speed-A-Way (cont.)

B. Conditioning procedures

1. Stretching and flexibility exercises
2. Running, as applied to game situations

C. Practice procedures (game situations as soon as possible)

III. Evaluation

A. Written test on rules

B. Skills test

1. Accuracy in passing and running
2. Accuracy in kicking
3. Dribble

C. Teacher observation

BEGINNING SPEED BALL

I. Specific Knowledge and Skills

A. Knowledge

1. Warm up
2. Safety
3. Rules
4. Terminology

B. Skills

1. Dribbling
2. Passing
3. Conversions (foot or feet must leave ground)

   a. Two-leg lift
   b. One-leg lift to self
   c. Lift to another player
   d. Roll up on foot and leg

4. Tackling
5. Trapping
6. Kicking
7. Blocking
8. Catching
9. Punting
10. Drop kick
11. Place kick
12. Player responsibilities
13. Team play (offense/defense)
14. Juggle

II. Methods of Achievement

A. Teaching procedures

1. Demonstration of skills
2. Lecture/Discussion
3. Audio-visual materials
4. Study sheets

B. Practice procedures

1. Line play (responsibilities)
2. Station teaching

Beginning Speed Ball (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IVB, pp 36-38

B. Skills test - refer to C.O.P.E., Cluster IVB, pp 28-35

C. Teacher observation

INTERMEDIATE TENNIS

I. Specific Knowledge and Skills

A. Knowledge review*

B. Skills

1. Review basic skills and strategies*

a. Grip and stance
b. Forehand, backhand, and serve
c. Game strategies

2. Additional skills and strategies

a. Serve (as offensive weapon)
b. Volley
c. Half-volley
d. Lob
e. Smash
f. Singles strategies
g. Doubles strategies

II. Methods of Achievement

A. Teaching procedures

1. Explanation
2. Demonstrations
3. Begin with basic stroking drills, reviewing fundamental movements
4. Plan emphasis at this level on accuracy, placement, and strategy
5. Audio-visual materials should be used
6. Station teaching should be used

B. Practice procedures

1. Serve, volley, and lob for accuracy (placement)
2. Progression on volley and lob:

a. Thrown ball to students
b. Ball hit to students
c. Game situations

* Denotes this unit of study was an elective at a previous level. Consideration should be given to those students not previously exposed to this activity.

Intermediate Tennis (cont.)

III. Evaluation

A. Written test - refer to C.O.P.E., Cluster IIIG, pp 20-22

B. Skills test - refer to C.O.P.E., Cluster IIIG, pp 8-19, 22

C. Teacher observation

C.O.P.E.

CURRICULUM OBJECTIVES FOR PHYSICAL EDUCATION

CLUSTER I. THE BODY

A. SYSTEMS AND FUNCTIONS
B. CAPABILITIES AND LIMITATIONS
C. FITNESS COMPONENTS
D. EFFECTS OF ACTIVITY

CLUSTER II. PHYSICAL DEVELOPMENT AND CONDITIONING

A. AEROBICS
B. WEIGHT TRAINING
C. CIRCUIT TRAINING WITH EQUIPMENT
D. CIRCUIT TRAINING WITHOUT EQUIPMENT

CLUSTER III. LIFETIME SPORTS

A. ANGLING
B. ARCHERY
C. BADMINTON
D. BOWLING
E. FENCING
F. GOLF
G. TENNIS
H. PADDLE BALL

CLUSTER IV. TEAM GAMES

A. SOCCER
B. GATOR BALL/SPEEDBALL
C. MASS BALL GAMES
D. VOLLEYBALL

CLUSTER V. GYMNASTICS

A. STUNTS AND TUMBLING
B. FLOOR EXERCISE
C. VAULTING
D. BALANCE BEAM
E. UNEVENS
F. HIGH BAR
G. PARALLEL BARS

CLUSTER VI. TRACK AND FIELD

A. SPRINTS AND RELAYS
B. DISTANCE RUNNING
C. HURDLES
D. JUMPING EVENTS
E. THROWING EVENTS

CLUSTER VII. MOVEMENT AND DANCE CONCEPTS

A. FUNDAMENTALS FOR MOVEMENT
B. CREATIVE DANCE
C. FOLK, SQUARE, AND SOCIAL DANCE
D. SPECIAL RHYTHMIC ACTIVITIES

CLUSTER VIII. AQUATICS

A. DROWNPROOFING
B. SWIMMING
C. LIFE SAVING
D. AQUATIC ARTS

CLUSTER IX. RECREATIONAL SPORTS

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